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ABSTRACT

The nine articles in this monograph deal with techniques for increasing communication between the professional world of business and business education with respect to career education. The first article stresses the need for communication between schools and the related business community. In the second article school-related experiences that involve both the related business community and the school are reviewed and their implications for career education delineated. Work experience programs and vocational youth clubs are discussed. The next four articles focus on possible assistance from advisory committees, community-related programs, professional business organizations, and labor unions in career education. Organizations and their available services are briefly discussed, and source (and address) of additional information is identified. The seventh article presents ideas on effective use of the government by business teachers in delivering career education. The eighth article offers suggestions for collaboration from the business community and development of workable linkages between business and schools. In the final article these vehicles for community involvement are proposed: work experience models, work experience for teachers, job placement, and development of high quality career materials. (YLB)

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CAREER EDUCATION
IN
BUSINESS EDUCATION

2

Methods for Involving The Business Community

Edited by
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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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CAREER EDUCATION IN BUSINESS EDUCATION

2

METHODS FOR INVOLVING THE BUSINESS COMMUNITY

NATIONAL BUSINESS EDUCATION ASSOCIATION

1906 ASSOCIATION DRIVE

RESTON, VIRGINIA 22091

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This publication is one of four in a series of career education materials developed under a contract with the Department of Health, Education, and Welfare, U.S. Office of Education, and is another of the many services of the National Business Education Association. These materials were developed as a part of a project funded at least in part with federal funds from the Department of Health, Education, and Welfare under contract number 300-78-0414.

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Preface

In late 1976 and early 1977, an NBEA career education study committee met in Reston, Virginia, to discuss career education and the potential role of business education in this movement. The group later met with Kenneth Hoyt, director of the Office of Career Education, and participated in a series of mini-conferences sponsored by OCE. This committee then presented a report to the NBEA Executive Board which recommended that NBEA should become a major channel of communication for disseminating information about career education and that a major effort be made to develop an effective delivery system to reach the classroom business teacher. Subsequently, the NBEA Convention in the spring of 1978 emphasized career education and its implementation in business education.

In the fall of 1978, the National Business Education Association, along with six other national professional associations,* was awarded a contract to participate in a national career education project funded by the Office of Career Education of the U.S. Office of Education. The contract was designed to implement a proposal submitted by NBEA entitled "Retraining Business Teachers in the Development and Dissemination of Career Education Concepts in Business Education."

A national task force on career education was appointed to include representatives from all areas of business education. This task force, which guided the work of the entire project, included the following: Lucille T. Stoddard, Utah Technical College, Provo; Merle W. Wood, Oakland Public Schools, Oakland, California; Victor Van Hook, Oklahoma State Department of Vocational-Technical Education, Stillwater; Celestine Mongo, Detroit Public Schools, Detroit, Michigan; Clay V. Sink, University of Rhode Island, Kingston; Marla Peterson, National Center for Research in Vocational Education, The Ohio State University, Columbus; Alton V. Finch, University of Mississippi, University; Calfrey C. Calhoun, University of Georgia, Athens; and O. J. Byrnside, Jr., National Business Education Association, Reston, Virginia.

A number of special activities and publications resulted from this project:

1. A *Classroom Teachers Handbook* containing examples of teaching materials illustrating career education concepts such as occupational and economic awareness, self-image and self-awareness, awareness of work values and habits, human relationships, career decision making, and job seeking and maintaining
2. A monograph, *Methods for Involving the Business Community*, dealing with techniques for increasing communication between the professional world of business and business education.
3. A monograph, *Strategies for Implementation*, covering strategies, methods, and practices best suited for infusing career education into the teaching of business

*American Alliance for Health, Physical Education, Recreation, and Dance; Council for Exceptional Children; National Art Education Association; National Council for the Social Studies; National Council of Teachers of English; and National Science Teachers Association.

4. A monograph, *Current Status and Future Direction*, reporting the results of an NBEA survey of business teachers' views about career education concepts and identifying services and materials teachers need to implement career education
5. A national training seminar and five regional training seminars in career education
6. Four newsletters describing project activities
7. A column in *Business Education Forum* (Career Education Corner) that highlighted project activities throughout the contract.

This project has represented a milestone in the Association's efforts to develop a national program to help members identify needed career education reforms and to provide them with assistance in carrying out needed changes in the classroom. The National Business Education Association extends special thanks to the Office of Career Education of the U.S. Office of Education, members of the task force on career education, and the many others who made major contributions to the success of this project.

Calfrey C. Calhoun
Project Director

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The Need for Communications Between Schools and the Related Business Community for Career Education Programs in Business Education

Kathleen M. Herschelmann
Grosse Point North High School, Grosse Pointe, Michigan

How many times are educators, counselors, psychologists, and psychiatrists asked, "How may I achieve success?" and subsequently give replies in terms of, "You must have the proper attitude; be flexible; keep up and expand your skills; learn how to get along with people; keep yourself physically and emotionally fit; build up your self-confidence; practice self-discipline; explore your career options in light of your values, interests, and abilities; and finally, adopt the attitudes and skills which will let you adjust readily to the wants and needs of an ever changing world."

Advice such as this is well meant and easily given by people who know these as the elements of success. But how does one go about achieving these characteristics? How does one know what really is current regarding vocational or professional skills and what is masquerading as such? How does one practice being flexible and having the proper attitude coupled with the necessary amount of self-confidence and self-discipline? Once again, what is often most obvious tends to elude us. There is a gauge which shows us what is current, what is necessary, what is vital for success in today's and tomorrow's world.

Our gauge is our environment—the people with whom we live and work, the air we breathe and the food we eat, and the millions of different activities and events which daily touch our lives. It is our community—global, national, and finally local—which provides the answers to what we need to know skill-wise, how we need to accept ourselves and others, and how flexible we must actually be to attain success.

The components of our community may be codified in many ways, but it is in knowing what is out there that makes the difference as to how accurate our measures are. For this reason it is imperative that the people who guide other people in preparation for working to live and living a life are well attuned to the most current cues emanating from the community on what is necessary and vital for success. Educators must know what to teach and how to teach to be of major significance to their students. The business educator plays a major role in knowing what to teach so that students are prepared for what actually exists in the world in which they will live and work. To achieve this, the business educator must be acutely aware of the cues emanating from the community on what is, what is changing, and what the future holds.

To pick up these cues, business educators must develop an awareness which will make them receptive and communicative so they may interchange with the community on the "what" and "how" to best teach so that they can

provide students with the vital necessities for success. This communication process has expanded for business educators beyond the vocational skills needed by their students to awareness about the students themselves, awareness of the world in which the students find themselves, exploration of the business world and the lives people lead who are employed in business, and finally, student preparation—not only in the necessary vocational skills but also in the skills of flexibility, proper attitude, getting along with people, and seeking information about and readying themselves for what the world of business projects for the future.

Communication between the business educator and the business community brings a freshness of what really is, as business educators seek to implement career and vocational education in the best way possible for their students.

Why Should Business Educators Especially Be Concerned About School-Business Community Communications Regarding Career Education?

Business educators have their function described in their title. Because the world of business changes and because these changes affect the ways educators must teach about business, it is important that these educators have established means for keeping their fingers on the pulse of change. As business educators prepare students for jobs in the business world, this pulse-taking is imperative to prevent students from being prepared for tasks or jobs which do not exist or have changed so measurably that they must be done differently for the worker to be successful.

Since career education includes this vocational awareness, exploration, and preparation as well as the total person and what is done in knowledgeable planning and participation in all the life roles, business educators should welcome total career education as a new dimension to their prevocational and vocational responsibilities. Constant, open communication with the community is the catalyst that makes it possible for business education to do a creditable job in this regard.

Often a business educator will have questions such as, "Are employers saying, 'Give me a person who is willing to work, and I'll train that person,'" or "Are the skills so necessary that an employer could not afford to hire the person based on willingness?" Good communications established with the business community can yield answers, which may not be in "yes's" and "no's" but in actual proportions of ingredients required for success on the job and in life.

Word processing is not a foreign term to most business educators. Yet what are the similarities between what is taught in the business classroom in using word processing and how it is used in the world of work? The business community through communication with the business educator can answer this question. Casual as well as more formal ways of communication may be implemented to pursue this question on word processing and others which may arise on the reality and relevancy of instruction. An advisory committee of the business community members might be set up as an adjunct to a district, school, department, or even to a single program so that the business educator may find world-of-work answers to questions. Advice on curriculum, equip-

ment, and method could result from such sought-after communication. Even offers of loaned equipment or on-site demonstration or instruction is feasible once business and business educators work readily with one another.

What about word processing and its bearing on career education? Why not talk to people who are engaged in such careers? personnel directors who are filling word processing jobs? manufacturers who are supplying the equipment and drawing plans for equipment to be used ten years hence? Moreover, the people who can answer these questions are available not only to business educators but also to their students via panels, video-tapes, field trips, on-site career experiences, and work experiences, or as contest judges, sponsors of student organizations, and other roles limited only to the creative imagination of the business educators as new questions arise.

Why Is Communication Between the Business Educator and the Business Community Often More Readily Available Than Might Be Expected?

The same persons who are inviting you as a business educator to come and bring your students to see how word processing techniques and equipment are being used in their places of business are the members of your school boards, labor unions, professional business organizations, community governing agencies, and business-related organizations. They are also the parents of your students, the millage voters for your schools, and the employers of those who complete or do not complete your business education programs. Their interest, concern, and cooperation in assisting business educators in their career education efforts is then obvious. Business people as parents want realistic and relevant education for their children so they are trained for jobs which actually do and will exist. As members of organizations, they feel a responsibility and commitment to assisting the learners in the community in their educational and work endeavors. Rapport is built upon mutual respect; and when both the business educator and the member of the business community realize the mutual ties by which they are bound, then the need for and resulting communication between them regarding career education should be constant, fluent, and welcome.

School-Related Experiences Which Tie Together the Schools and the Related Business Community for Career Education

John Kushner and Celestine Mongo
Detroit Public Schools, Detroit, Michigan

Within the past decade, formalized educational levels have been associated with specific career development stages. For example, educational involvement with the career maturation process begins with an emphasis on self and occupational awareness during grades K-6; there is major focus on career exploration in broad and specific areas during grades 7-9; and recurring cycles of self and career awareness, career exploration, career decision making, career preparation, and career placement are said to occur from grade 10 through adulthood. With this information in mind, educators have taken a critical look at many ongoing programs to determine what types of contributions they are making to the career education effort.

Throughout its history, business education has been a leader in this effort. Business education programs have never been static. One of the primary reasons for their success has been their involvement with business. The constantly changing technological requirements of the work place dictate this partnership with the business community. Businessmen, the ultimate users of the employment services of our young people, are perhaps in the best position to provide input into instructional programs. They are aware of their needs and also are aware of the successes and failures of students trained in our classrooms. This business community, perhaps more today than ever, realizes that it shares a partnership in the educational preparation of youth. As a result, most businesses are very eager to share experiences with school staff members and provide opportunities for young people to be involved in their world.

The implications for this input into the instructional programs cannot be overestimated. Not only does the student ultimately benefit and is thus provided motivation that heightens career awareness and preparation, but the school itself and its professional staff benefit greatly. The involvement of the business community in the school forms the foundation for a partnership that not only places the responsibility on the instructional staff for the implementation of a sound instructional program but also places a responsibility on the business community for effecting a successful instructional program.

Some of the primary programs that involve both the related business community and the school in meeting the goals of business education are work experience programs, both paid and unpaid, in-service activities for staff, and youth club organizations. Throughout this chapter, a variety of work experience programs will be reviewed in light of their specific activities and an attempt will be made to delineate the implications that each of these programs has for

career education. Included in these discussions will be an overview of related school clubs so necessary to the total implementation of an organized business education program. While many of the work experience programs are not new and certainly the involvement of the business community in in-service activities and youth club organizations has been in progress for a good many years, a concentrated look at these programs brought together in one place should be helpful to business educators and administrators.

Work Experience Programs

For general education purposes and as career development intervention strategies, students in secondary and postsecondary institutions may elect to participate in one or more of several types of work experience programs; namely, work-study projects, cooperative occupational education, internships, and community-service learning projects. Another approach to work experience is that incorporated in the "Experience-Based Career Education" models developed for secondary schools and operated by educational laboratories in four different social and economic settings.

Although there are some differences among programs as to structures and services to students, all share one or more of the following general purposes:

1. To help students explore occupations, experiencing their demands and testing their interests
2. To provide youth with opportunities to earn money to help with school or family expenses
3. To motivate potential dropouts to remain in school, at least to the extent of getting further general education
4. To provide experience at working so as to develop general personal characteristics.[1]

As is evident from the descriptions that follow, all work experience programs involve some dialogue between school and industry personnel, and all make use of the work environment to provide experiences for learners that are not available in schools.

Work-study programs. Of the several types of work experience projects, work-study programs are the most general in intent. They are specifically structured to accommodate students from low-income families who may need both an incentive and the financial means to continue in school.

Although participants must be enrolled in a vocational training program, the work to which they are assigned may or may not be directly correlated with studies pursued in school. In addition, there may be little or no job-school coordination provided by the schools and no responsibility on the part of the employers to assign students tasks which allow them to apply skills acquired in training classes.

Although there are weaknesses, there are aspects of work-study programs, other than the remunerative, that are beneficial to students and have important implications for career development. Some of these are:

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[1]Mason, Ralph E., and Haines, Peter G. *Cooperative Occupational Education*. Danville, Illinois: The Interstate Printers and Publishers, Inc., 1972.

1. *There is some opportunity to observe other workers and thereby explore occupations in specific career clusters.*

Career decision making is enhanced when students are able to observe and verbalize with persons holding a variety of positions on different levels within a company. Both the observing of others at work and the performing of specific tasks are means of exploring occupations in which one may have an interest.

2. *There is exposure to adult working habits, attitudes, and values.*

Working within a company involves a socialization process. Students become acclimated to what is known as the "culture of work" and thus acquire the types of personal characteristics that are necessary for positive and productive group relations.

3. *Some job skills are developed; some acquired skills may be applied, and others may be upgraded.*

Many on-site work experiences provide for both personal and job skill development. Classroom activities can only approximate real-life situations and some skills may only be acquired while on the job. Therefore, work-study projects are suitable vehicles for occupational or career preparation and for helping students with special problems adjust to the varying demands of the business-industry-labor community.

4. *There is firsthand observation of individual and corporate contributions to the American economy.*

While obtaining the means to satisfy some of their own needs and while making a contribution to the productive efforts of the firms for which they work, students obtain a microscopic but realistic picture of how our economic system operates.

Although there are decided benefits to work-study programs, the weaknesses of these projects cannot be overlooked. Career counseling should be an ongoing activity for work-study students; and whenever possible, they should be encouraged to enter one of the programs where the training aspects are planned rather than coincidental.

Cooperative occupational education. A primary goal of cooperative occupational education is to help learners achieve occupational competence while participating in a program that includes supervised on-the-job training, related instruction, and occupation-oriented youth club activities. Specific features of a well-planned program are:

1. Related instruction accompanies on-the-job training experiences.
2. Cooperating employers assume the responsibility for providing job-site experiences which will help students progress toward their career objectives.
3. Participants are students who have made definite or tentative career choices and who have entered the preparation phase of career development.
4. Participants are following a sequence of studies leading toward a defined career objective and have acquired basic personal, academic, and technical skills that make placement feasible.
5. Training plans for participants are in writing, and they are developed jointly by the students involved, the teacher-coordinator, and the on-site supervisor.
6. On-site supervision is provided by persons who have knowledge of and

support the purposes of the cooperative education program and the career objectives of students.

7. Teacher-coordinators are persons who are academically and vocationally qualified to administer the program. In addition, they must be able to organize and direct the training activities of students from a career development perspective.
8. Adequate time is allotted to each phase of the program—planning, administration, and operation.
9. In-school learning laboratories are appropriately equipped; teaching materials are current and realistic.
10. Policies regarding the program are developed with the assistance of an advisory committee, and are communicated to students, counselors, school administrators, parents, and members of the business-industry-labor community.
11. There is a system for maintaining complete and accurate records for purposes of program evaluation, revision, and student follow-up.
12. Participants are involved in youth club activities that supplement and enhance in-school and on-the-job training.

When so structured, cooperative occupational education offers advantages that are over and above those of work-study programs. As listed in *a Guide for Cooperative Career Education*,[2] some of these are:

1. *There is greater relevance of curriculum and instruction.*

The matching of classroom instruction with on-the-job training necessitates much dialogue or communication among school staff, employers, and students. Educational outcomes are usually a well-informed education staff and students who have increased motivation for learning and a capacity for greater job productivity.

2. *There is better application of learning.*

Cooperative education reduces the time span between skill acquisition and skill application. When this happens, for students and teachers, schools become the learning laboratories which they should be. Classroom work takes on more meaning, and job performance becomes more productive and satisfying.

3. *There is improved balance in career capabilities.*

Inasmuch as problems encountered are frequently the topics in related instruction classes, attention is given to developing skills in addition to those which are technical. An appropriate amount of time is given to the work-site socialization process—the acquisition of the types of values and attitudes that are necessary to job success.

4. *There may be an extension of training to additional occupations and students.*

Cooperative education need not be limited to students who are enrolled in traditional vocational skills training classes. The characteristics of this program may provide the structural elements for similar types of experiences for students who are following a preprofessional sequence of studies, such as those who are preparing for careers in fine arts areas and journalism.

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[2] *Guide for Cooperative Career Education*. Minneapolis: Division of Vocational and Technical Education, College of Education, University of Minnesota, 1969.

5. *There is built-in manpower training control.*

The continuing process of locating and selecting training sites involves a great deal of concern with the availability of jobs in occupational areas, employment trends, and current manpower needs. This information is reflected in the kinds of programs offered by schools and in the content and nature of career counseling given to students. The result is a controlling effect which tends to balance manpower needs with demands.

6. *There is closer relation with the community.*

Planning, organizing, and administering a cooperative education program necessitates the cooperative efforts of several community groups that must become concerned with the quality and relevance of education programs, the needs of students to become responsible, contributing members of society, and industry's needs for committed and productive manpower.

From planning through evaluation, relevant cooperation education mandates frequent interchange of ideas and action programs that involve students, parents, school personnel, community leaders, and advisory committees composed of members who represent each area of the employed and employing community.

7. *There is improved vocational guidance.*

Cooperative education commands guidance services from multiple sources and in several forms. In schools, students may be helped to assess skills acquired, interests, values, aptitudes, and needs. On work sites, this assessment continues under the added influence of skill application, employer supervision, and co-workers.

Since there is frequent use of advisory committees in the administering of cooperative education, the type of information received from this source is invaluable when keeping students abreast of manpower needs in various industries, job trends, and current job requirements.

When structured as presented in this section, cooperative occupational education generates much collaborative effort among community agencies and institutions. Serious weaknesses occur, however, when teacher-coordinators do not keep students apprised of the career implications of both in-school and out-of-school experiences or when employers do not fully understand or fulfill their roles as training supervisors. Inasmuch as participants perform entry-level job tasks, the program is strengthened when the combined efforts of teachers and employers result in students' realizing the career possibilities of the jobs to which they are assigned and the potentials for using the skills acquired in other occupational areas.

Internships. An internship is an additional means of helping learners to develop occupational competence. As a training device, it is usually available to students beyond the K-12 level who are following a sequence of course work leading to positions in one of the professions. However, short-term internships are being used successfully for learners at all levels including professional development. A distinguishing feature of the internship is often its short duration.

During the 1977-78 school year, Detroit Public Schools officials, with the assistance of the Business and Job Development Task Force of Detroit's Economic Growth Council, designed a short-term internship program for high school teachers, counselors, and students. The primary objectives were to:

1. Provide teachers and counselors with firsthand information about the career options available in Detroit's large corporations
2. Help teachers and counselors identify and effect needed curriculum changes for meeting current job requirements in business and industry
3. Provide occupational orientation and exploratory experiences for students in grades 10 and 11
4. Provide students with an opportunity to work in actual job settings in areas related to their vocational aspirations.

Implementation of this program has progressed to the extent that a large number of teachers and counselors have spent a period of one week in one of Detroit's largest corporations; and selected students from two comprehensive high schools were released from school to participate in the program for a period of two weeks.

For both adult and student groups, it was an unpaid experience that occurred during school hours; and for both groups, activities included touring the company's several branches, observing and participating in verbal interchanges with workers, and attending seminars where such topics as hiring practices, salaries, benefits, projected manpower needs, and career opportunities for young people were discussed. Members of the student group were allowed to perform some job tasks.

Current plans include involving a larger number of teachers, counselors, and students; an ongoing activity is that of identifying and developing enough job sites to accommodate the anticipated increase in participants.

In 1972, a career intern program, known as CIP, was initiated in Philadelphia, Pennsylvania, by the Opportunities Industrialization Centers of America, Inc. (OICs/A), with support for development and evaluation from the U.S. Office of Education and later from the National Institute of Education.[3]

CIP was especially designed for students in grades 10-12 who are potential dropouts and who would have severe problems finding jobs. Annually, the Urban Career Education Center (UCED), which operates this program, accommodates 250 students who are guided through personalized learning experiences by a director who coordinates all activities, eight instructional supervisors, four counseling supervisors, and four job developers.

Unlike other programs for potential dropouts, CIP features a strong academic program, specifically, a "fused" approach to the teaching of English, social studies, mathematics, science, and a number of electives. Other facets of this program include personal counseling, career planning, work exploration, a two-week's hands-on experience, formal assessments procedures at preplanned intervals, and placement after graduation.

The hands-on experiences are considered exploratory because students are expected to observe and perform entry-level job tasks. If an intern's performance is considered satisfactory during the two-week interval and if both the intern and employer are willing, the intern may remain on the job, with remuneration, for on-the-job training until permanent placement can be accomplished.

The planning and operation of CIP during the years 1972-76 included appropriate measures for evaluation. As has been reported by the National

[3]National Institute of Education. *Career Intern Program. Final Report. Vol. I: An Experiment in Career Education that Worked.* NIE Papers in Education and Work, No. 7. Blue Bell, Pennsylvania: Richard A. Gibboney Assoc., Inc., 1977.

Institute of Education, this program has been considered a success because of the following reasons: After a 10-week period, the interns demonstrated a marked gain in career planning ability; and after a 9-month period, it was statistically determined that the gains in reading and math scores for the interns were significantly greater than those of students in control groups. In addition, approximately two-thirds of the interns were still in school as contrasted with only 15 percent of the students in control groups.

Inasmuch as the operation of CIP departed from regular school guidelines and elements of the teacher union agreement, its success required the commitment of the entire staff, participating social agencies, and cooperating employers. One major problem with replicating this program may be its cost per student per month. From March 1975 through February 1976, this figure was $320 as compared to Philadelphia's average of $155 for academic students and $233 for vocational students.

Community learning projects. Throughout the country, there is a growing number of school administrators who support the philosophy that all young people should have a useful work experience. In curricular terms, this is being activated by modifying high school graduation requirements to include a specified number of hours paid or unpaid in "outside-of-school learning experiences" over a period of four years.

In Detroit, prior to graduation, all students must engage in a minimum of 200 hours of "useful activity" in one or more of the following types of settings:

local schools	nursery schools
hospitals	libraries
nursing homes	courts
banks	markets
recreation centers	business offices
social agencies	churches

The activities and educational outcomes of this program are similar to those of other general work experience projects. The overall purpose of the requirement is to utilize the total resources of the community to assist young people with growth and development.

Experience-based career education. Experienced-based career education was the outgrowth of pilot projects which were funded by the U.S. Office of Education operated by the Appalachian Educational Laboratory (Charleston, West Virginia), the Far West Education Laboratory (Oakland, California), the Northwest Regional Education Laboratory (Tigard, Oregon), and Research for Better Schools (Philadelphia, Pennsylvania).[4] They were developed during the years 1972-74 in response to a felt need for providing educational alternatives for secondary students who were not benefiting from traditional school offerings.

Although there were some differences among centers as to program operation and structure, characteristics common to each of the EBCE models were:

1. Participants were restricted to students on the eleventh and twelfth grade levels.
2. Throughout the program, each participant followed a continuum of diagnoses, analyses, prescriptions, experiences, summations, and assessments.
3. Programs were individually prescribed.

[4]Carey, Marsha A., and Wever, Larry I. "Evaluating an Experience-Based Career Education Program." *Vocational Guidance Quarterly*, March 1979.

4. The primary functions of concentration were basic communications and computational skills, life skills, and career development.

Basic communications, computational, and life skills were pursued at learning centers located in local schools and selected community agencies. A minimum of 50 percent of the school day was spent at employment sites.

There were two phases to the work experience segment of the EBCE projects, namely, exploratory and in-depth. During the first, students were required to visit a number of job sites to explore the availability of occupational options, analyze job requirements, and view conditions of work. During the second, a site was selected by each student where basic job skills were developed.

Each EBCE program featured a strong guidance component, maximum attention to individual needs, and an ambitious attempt to involve a large number of business firms and community agencies to assist students with their learning projects. Although there was evidence that the program provided incentives for students to remain in school for career preparation, there has been limited implementation in local school districts. A chief problem cited is the high per-pupil cost because of the number of support persons (learning, guidance, and employer coordinators) needed for each participant.

Vocational Youth Clubs

Youth clubs provide an excellent opportunity to bring school personnel into frequent contact with members of the business-industry-labor community. These clubs are generally vocationally oriented and are planned to supplement and reinforce the career direction efforts of in-school instructional programs.

Generally, youth clubs are considered important vehicles for assisting young people with career development for the following reasons:

1. *There are multiple opportunities for leadership development.*

Many youth clubs represent a network of local, regional, and national affiliations that share responsibilities and resources for helping young people who wish to participate in political activities, arrange conferences and meetings, and provide direction for other members.

2. *Systematic attention is given to career awareness and to career exploration.*

This is largely accomplished through joint activities with members of the business-industry-labor community who host tours of employment sites, act as resource people at employment seminars and job fairs, provide scholarships to outstanding students, and serve as judges at competitive events. The competitive events include demonstrations of skills needed for success in a cluster of business-related occupations.

3. *Social skills are developed and refined.*

Because students must work together on projects and since club membership brings students together from a variety of social and economic settings, there is a sharing of interests, ideas, and values; and there is acquisition of the kind of social skills needed for positive and productive group activity.

Youth clubs that are national in scope and affiliated with vocational business education programs are the Distributive Education Clubs of America

(DECA), Future Business Leaders of America-Phi Beta Lambda (FBLA-PBL), and the Office Education Association (OEA). Each is oriented to the occupational and career objectives of specific groups of students, and each has local affiliates that are considered an integral part of a related vocational instructional program.

Future Business Leaders of America-Phi Beta Lambda, Inc. (FBLA-PBL). One of the largest clubs for students interested in or preparing for careers in business, irrespective of specialty, is FBLA-PBL, which operates in cooperation with the U.S. Office of Education, the American Vocational Association, and the National Business Education Association. Membership categories on the national level include intermediate, secondary, postsecondary, college, and alumni. Currently, this association boasts a membership of approximately 170,000 in more than 8,000 chapters through the United States.

As listed in the FBLA-PBL *Handbook*, specific goals of this organization are:

1. To develop competent, aggressive business leadership.
2. To strengthen the confidence of students in themselves and their work.
3. To create more interest in and understanding of American business enterprise.
4. To encourage members in the development of individual projects which contribute to the improvement of home, business, and community.
5. To develop character, prepare for useful citizenship, and foster patriotism.
6. To encourage scholarship and promote school loyalty.
7. To assist students in the establishment of occupational goals.
8. To facilitate the transition from school to work.

To achieve these goals, members of this organization engage in such activities as job fairs, free enterprise forums, tours of business firms, working with advisory councils, and participation in local, state, and national leadership conferences.

Publications, which provide for excellent communication among chapters, include the official student magazine, *Tomorrow's Business Leader;* a national newsletter, *Hotline;* a *State Chapter Directory;* a *Handbook* that contains answers to questions about the association; and *project packets* that assist local chapters in getting special projects or activities under way; a chapter activities guide sent at the beginning of each school year; and a National Leadership Conference guide.

Further information about the activities and services of the association may be obtained from Future Business Leaders of America-Phi Beta Lambda, Inc., P.O. Box 17417-Dulles, Washington, DC 20041.

Office Education Association (OEA). The Office Education Association was founded in 1966 to accommodate students whose career interests include such occupational areas as accounting and computing; business data processing; general clerical; information communications; materials support occupations; stenographic, secretarial, and related occupations; supervisor and administrative management; and typing and related office occupations. Nationally, there are three membership categories, secondary, postsecondary, and collegiate. Currently, the association has a membership of approximately 70,000 at local, state, and national levels.

OEA goals, which are directed toward encouraging young people to pursue and succeed in office careers, are for members to:

1. Participate in social activities through which they acquire poise, social skills, tact, and a recognition of social values.
2. Plan, organize, and carry out worthwhile civic activities as they work toward school and community betterment.
3. Develop leadership skills and a sense of responsibilities of leadership and followership.
4. Receive state and national recognition for their accomplishments.
5. Become responsible citizens.
6. Better understand the American business system, develop economic awareness, and meet with and get to know business leaders.

As with FBLA-PBL, OEA is a highly organized youth association that operates with the assistance of state and local advisors, project consultants, state and local advisory committees, standing committees, and state and local executive councils.

On the national level, publications include the student magazine, *OEA Communique*, and *The Advisors Bulletin/Professional News*. Other publications, which are prepared on the state level and sent to local chapters, are fact sheets concerning the nature of the association, guides for advisors, and specific directions for competitive events and selected projects.

Further information concerning OEA may be obtained by writing to Office Education Association, National Headquarters, 1120 Morse Road, Columbus, OH 43229.

Distributive Education Clubs of America (DECA). DECA serves the affiliative needs of secondary and postsecondary students who are enrolled in vocational programs leading to employment or careers in marketing and distribution industries. Organized in 1946, DECA currently lists over 200,000 members representing 54 (state or territorial) chartered units.

According to a DECA fact sheet, the primary purpose of this association is:

1. To develop education in marketing and distribution which will contribute to occupational competence.
2. To promote understanding and appreciation for the responsibilities of citizenship in our free, competitive enterprise system.

In attempting to realize these broad goals, DECA lists the following activities:

1. DECA encourages private enterprise and economic awareness through individual instruction, exposure to business leaders, and practical experience in business.
2. DECA encourages civic awareness and responsibility through professional conferences, chapter activities, school projects, and support of community activities.
3. DECA maintains a series of state and national competitions—all designed to motivate and stimulate students, encourage career choices, and develop occupational competence.
4. DECA maintains its own scholarship program to assist and encourage its members toward higher education.

National publications include *The Distributor*, a student magazine which is published four times a year, and *The DECA Reporter*.

Additional information concerning DECA may be obtained by writing to Distributive Education Clubs of America, National Headquarters, 1908 Association Drive, Reston, VA 22091.

The Next 10 Years

During the *past* 10 years, national attention has been given to career education concepts—how they may be fused into ongoing programs and the need to initiate new ones. Inasmuch as vocational education training programs such as the ones described in this chapter represent segments of career education, there has been an attempt during the past 10 years to determine where they fit into a career development scheme. As a result of this action, closer attention has been given to the career implications of work experience programs and youth clubs, devising approaches to make these projects more effective in helping learners with career plans, and in involving, to a greater extent than in past years, members of the entire community in school affairs. In addition, many new projects, such as Experience-Based Career Education and Philadelphia's Career Intern Program, were established.

If we are to make further improvements in our ability to help young people with career planning and preparation, during the *next* 10 years there are three major priorities: 1) In-service opportunities must be expanded so that students, school personnel, parents, and members of community and business enterprises may better understand how to fulfill their roles in educative process; 2) there must be wider use of community service agencies which can provide short-term experiences for the total school population so that our students may learn how these agencies function and why they are needed; and 3) there must be expanded use of the resources within the business-industry-labor community to the extent that, in addition to completing job tasks in a variety of settings, young people will obtain more than a written description of how and where they fit into America's vast economic system.

When we begin to meet these priorities, we may then assume that, through collaborative efforts, career education, as it is most comprehensively defined, is becoming a reality.

Advisory Committees and How They Can Assist in Career Education Programs

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Educators have long recognized the need for effective communication between schools and the community of which they are a part. Communication has not been viewed as an end in itself, but as the first step to be taken in cementing a school-community relationship. Parsons was addressing this issue when she stated:

> Without students being involved with the community and the community with the schools, all are shortchanged. Students think learning is one thing (possibly exclusive with schooling) and that working is "something else." The community thinks it exists around the schools and the schools think they are islands unto themselves.[1]

Of the various communication methods that can be of assistance to career education programs in business education, few are cited in the literature more frequently than advisory committees. For example, Burt, an authority on the topic, stated:

> . . . the most effective way to arrange for long-range, extensive in-depth involvement of industry in education is for school people to work with and through formally organized advisory and cooperating committees.[2]

While the concept may be new to some business teachers, advisory committees have been around for a long time, having an extensive history intertwined with that of vocational education. Consequently, teachers of vocational business classes are familiar with this communication method. Vocational educators were among the first to recognize that advice from business and industry is essential in planning and implementing educational programs. The Smith-Hughes Act of 1917 set the stage for advisory committees by recommending that those who use federal funds for vocational education should seek advice from the community they intend to serve. More recently, the Education Amendments of 1976 mandated local advisory committees as a condition for federal funding.

These required committees are usually general in nature, serving the overall vocational program at the local level, and are not designed to aid any particular program. With general committees, any direct assistance to business education would be limited to that part of the curriculum that has been designated as vocational. For these reasons, it is recommended that advisory committees be established for career education programs in business education. Depending on the number of schools involved and the size of the business community, it may be advisable for two or more schools to share one committee.

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[1]Parsons, Cynthia. "Community Involvement: An Essential Element." *Contemporary Concepts in Vocational Education*. Washington, D.C.: American Vocational Association, 1971. p. 298.

[2]Burt, Samuel M. "Involving Industry and Business in Education." *Contemporary Concepts in Vocational Education*. Washington, D.C.: American Vocational Association, 1971. p. 281.

An advisory committee for career education in business is a group of persons, primarily from business-related occupations, organized to advise teachers on the field of business and to provide a link to it for students. Parents, students, and school administrators should also be represented on the committee as their views are crucial to the success of any educational program.

When career education programs are being planned and implemented in business education, advisory committees should be used as a means for ensuring effective communication between schools and the related business community. In order for this potential to be fully realized, however, business teachers must know their role in career education and have an in-depth understanding of the design and use of such committees. The purpose of this chapter is to aid in the development of that understanding.

The business teacher's role in career education. Hoyt defined career education as ". . . the totality of experiences through which one learns about and prepares to engage in work as part of her or his way of living."[3] This definition is entirely consistent with the twofold mission of business education: to teach *for* business careers and to teach *about* the world of business. Teaching for business means preparing an individual to engage in work, to obtain and hold employment in a business occupation. Teaching about business is related to one's way of living. Poland addressed this issue by saying, "Business educators can, through basic business courses, assist in the development of knowledge all citizens need to participate in their private business affairs as well as those of the society."[4]

Hoyt identified a number of tasks that are essential for implementation of the career education effort. Even a cursory review of the list indicates a need for advisory committee assistance in all phases of the program. Selected tasks as listed by Hoyt are as follows:

1. Devise and/or locate methods and materials designed to help pupils understand and appreciate the career implications of the subject matter being taught.
2. Utilize career-oriented methods and materials in the instructional program, where appropriate, as one means of educational motivation.
3. Help pupils acquire and utilize good work habits.
4. Help pupils develop, clarify, and assimilate personally meaningful sets of work values.[5]

Advisory Committees: Functions and Design

Depending on intended functions and purposes, the design of an advisory committee can take a number of different forms.

Advisory committee functions. The basic purpose of advisory committees is to provide an active link between the school and the community through which their joint interests may be coordinated. The major function is to counsel with and advise teachers with respect to improving the program.

A review of literature indicates that a wide range of functions has been attributed to advisory committees. Some of the main functions of an advisory committee are to assist in:

[3]Hoyt, Kenneth B. *An Introduction to Career Education*, OE-7500504. Washington, D.C.: Government Printing Office, 1975. p. 4.

[4]Poland, Robert. "Business Education for All." *The Balance Sheet* 60:243; March 1979.

[5]Hoyt, *op. cit.*, p. 8.

1. Establishing a channel of communication between the school and the community.
2. Course planning by helping to identify skills needed, course content, instructional materials, and equipment.
3. Keeping teachers informed as to current requirements of business and industry.
4. Developing effective community relations: e.g., committee members may make arrangements for teachers to talk to various civic and professional groups.
5. Promoting the activities of youth organizations.
6. Utilizing community resources to support the instructional program.
7. Reviewing instructional programs and providing suggestions for improvement.
8. Identifying ways of relating course material to actual job situation; for example, obtaining guest speakers from the business community or scheduling field trips.
9. Conducting community surveys to ascertain employment data regarding the local community.
10. Placing graduates in jobs.
11. Making recommendations regarding the training needs of cooperative education students.
12. Securing up-to-date classroom materials and equipment.
13. Developing a follow-up program on graduates.
14. Selecting suitable training stations for cooperative education students.
15. Advising school personnel in identifying competencies required for teaching in the business area.
16. Planning and implementing "Career Days" and similar meetings designed to introduce young people to business careers.

Any advisory group performing even just a few of these functions will have ample work to keep it busy.

Types of advisory committees. Each career education program in business education has its unique problems. Therefore, the answer to the question of what type of advisory committee is needed will have to be provided by those at the local level who are responsible for the program.

Crawford and Meyer identified three major types of advisory committees which may serve in developing a comprehensive program in distributive education: general, specialized, and ad hoc advisory committees.[6] These three types of committees for distributive education may be adapted and generalized to apply to the entire business education curriculum.

A general advisory committee is designed to serve the total business education program. A single general committee may be sufficient in a small community with one or two high schools. However, in larger communities with many high schools offering extensive business programs, each school may require its own general committee. Members would concern themselves with all aspects of the business education curriculum.

Specialized advisory committees are used when it is desirable to give special attention to one segment of the business program. For example, such a committee may be established for the data processing courses. Specialized committees are often used to supplement general advisory committees.

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[6]Crawford, Lucy C., and Meyer, Warren G. *Organization and Administration of Distributive Education*. Columbus, Ohio: Charles E. Merrill Publishing Co., 1972. p. 132.

Ad hoc advisory or steering committees are appointed to serve for a short time to assist in planning, organizing, and promoting a specific activity. This short-term, specific-purpose committee can be used to advantage in certain instances. According to an article in the *American Vocational Journal:*

> Many top business leaders who are reluctant to commit themselves to a series of meetings over several years will participate as members of a committee that has a specific purpose and a target date for completion.[7]

An ad hoc advisory committee may be particularly valuable when a new course is being added to the business curriculum. For example, a high school teacher may be interested in teaching word processing. An ad hoc committee representing various local companies using word processing equipment may be invited to determine the most urgent training needs for these workers. In addition, committee members may assist in identifying course objectives and instructional materials and give advice regarding equipment procurement. Finally, they are qualified to conduct workshops for teachers and students in order to expose them to word processing in the real world of work. According to Crawford and Meyer, "Experience has shown that a member who has proven helpful on a steering committee makes an excellent member of a general advisory committee."[8] It is advisable, therefore, for business teachers to select general advisory committee members from those who have served on ad hoc committees.

Composition of the committee. In order to be effective, the advisory committee should represent the business program's relevant publics; that is, those persons who are concerned and directly affected by the program. Relevant publics, then, include local employers, parents, students, and school counselors and administrators.

Ely, in addressing the issue of advisory committee composition, noted, "Selection of members is of prime importance to the success of vocational advisory councils. Proper size and balanced representation are vital if the council is to function as designated."[9]

Care should be exercised in the selection of advisory committee members. Only those persons should be considered who have a favorable and constructive interest in business education and who are able and willing to devote some time and thought to its progress. Members are usually selected by the teachers and the principal. However, the formal appointment usually comes from the superintendent of the district.

Shinn suggested the following criteria as the basis for appointing members to an advisory committee for a vocational business and office education program:[10]

—representatives from large, medium, and small businesses

—representatives for each training program being offered in your department

—an equal representation of men and women

—a wide range of work experience

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[7]"The Effective Functioning of Local Advisory Committees." *American Vocational Journal/52:33:* January 1977.

[8]Crawford and Meyer, *op. cit.*, p. 133.

[9]Ely, Ron H. "How To Organize and Maintain a Productive Advisory Committee." *American Vocational Journal* 52:38; March 1977.

[10]Shinn, Larry. "Is an Advisory Committee Necessary?" *The Balance Sheet* 56:253; March 1975.

—an equal representation of management and staff
—previous graduates of your program or department
—representatives of private and public employment agencies.

A superintendent, principal, or school board member should also be included on the committee. This person can serve as a communication link to the administration and represents a point of view valuable to the business program.

Qualifications of members. Persons selected for the business education advisory committee should be leaders in the community who are interested in aiding the growth and development of young people. Teachers may want to enlist the aid of the principal or superintendent in making this important selection. The following points should be considered by those asked to recommend committee members:

1. Experience
   a. Members should have recent, successful, and firsthand experience in a business-related area. However, it is not necessary that they have many years of business experience.
   b. Members should have an interest in educating students for careers. Persons who possess this trait often have strong training programs in their own businesses.
   c. They should have the respect and confidence of their colleagues in the community.
2. Available time:
   a. Members of an advisory committee should keep in close contact with school activities.
   b. Do not rule out the busy person because he or she is often the one who will make every attempt to find time.
3. Character:
   a. Candidates for membership should be responsible and civic-minded individuals.
   b. The most aggressive and ambitious persons oftentimes do not make the best committee members.
   c. Those concerned with the narrow interests of a small group or their own prestige usually do not care for the good of the entire community.

Number of members. While there is no hard-and-fast rule concerning committee size, it is clear that large committees do not function well. Committee members are busy people involved in numerous other activities, making it difficult to schedule meetings. Consequently, authorities recommend 10-12 members for general committees and 8-10 members for specialized and ad hoc committees. Larger committees can be used effectively when divided into subcommittees. This concept is discussed later in this chapter.

Length of service. Teachers who have worked with advisory committees recommend staggered terms of office to retain experienced members on a continuing basis. Open-end terms of office should be avoided; instead, appointments should be made for a specific period, such as two years or three years. In a committee organized on a three-year cycle, one-third of the membership will expire each year for three years. This system of replacement permits more people to become familiar with the business education program.

Working with Advisory Committees

The most effective advisory committees are those designed with a sound, positive purpose in mind. According to Shinn:

> The advisory committee should be a sounding board for ideas, suggestions, and advice on operating procedures. It is this committee that should provide the direct and definite conditions that are followed within the actual program. It is extremely important that this committee be established and becomes a "functional" committee.[11]

Advisory committees are organized for purely advisory purposes, without power to make final policy decisions. Responsibility for carrying out recommendations rests with the school administration. Making this clear at the outset of the committee's term of office may avoid misunderstandings in the future.

Communicate business education goals. Each committee member should understand the mission of business education. Business education, according to Poland, " . . . is the development of skills and knowledge in order that an individual may obtain a position in business and also, whether in a business occupation or not, the ability to understand and participate in our society."[12]

While representatives of business and industry have expertise in their respective occupational areas, they are not often familiar with how adolescents function within the learning environment of school. Without this familiarity, they will not be able to counsel and advise effectively.

Business teachers can take any number of steps to increase contact and interaction between students and advisory committee members. For example, members should be invited to tour school facilities and observe classroom activities. Students can be assigned responsibility for planning and delivering presentations on how business classes fit into their career plans.

Believe in business education. Believe in what you are doing and communicate that belief to the advisory committee. Woolard emphasized the need for

> . . . a full conviction that each student is important, that what you teach is important, that advisory members really want to help you, that your trade offers rewarding opportunities to those who qualify, and that your program is one of the best . . .[13]

The world of business is exciting and dynamic; education for business should be the same. Persons from business and industry will be enthusiastic about serving on advisory committees if teachers are enthusiastic and committed to their programs and to the advisory committee concept.

Stimulate committee activity. Because they are volunteers, committee members should not be assigned considerable detail work. Nevertheless, they should be given enough work to make them feel their talents are being used.

A member's interest in serving on the committee will, to a great extent, be determined by his or her perceived value of what is accomplished at meetings. All too often, it seems that meetings are scheduled for no better reason than a semester elapsed since the last one. Such meetings, of course, are of questionable value. Meetings usually fall flat when:

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[11] *Ibid.*, p. 252.

[12] Poland, *loc. cit.*

[13] Woolard, Gil. "Taking Advantage of Strong Tailwinds." *American Vocational Journal* 52:34; March 1977.

—there is nothing specific to discuss

—members and teachers neglect to do their homework on agenda items

—the chairperson does not know how to conduct a meeting

—free and open communication is not encouraged

—the meeting goes beyond the scheduled time.

Attention to these problems can increase the possibility of having a productive meeting. It is also a good practice for the chairman to send out an agenda and to invite members to suggest other items for the agenda. When planning an advisory committee meeting, make sure that the items selected:

—are crucial to the business education program

—can be handled reasonably in the time available

—can provide members with a feeling of accomplishment.

The committee will get off to a good start if the first meeting is well organized. Experience has shown that committee members will be ready to get involved once they know what is expected of them. Pertinent written material should be in the hands of new appointees well in advance of the first meeting.

Ample time should be available at the first meeting for members to get acquainted with each other. This will help members understand the various viewpoints represented in the group.

Advisory committee members should be made to feel that their expertise is being utilized. There is literally no limit to what an interested committee can do for business education. Technological innovations have created jobs in business that were unheard of ten years ago. At the same time, trends and developments have increased the rate at which teachers' own work experience becomes obsolete. Advisory committee members can play an important role in this regard. They can, to an extent, offset teachers' lack of experience in new and specialized areas of business.

Organize subcommittees. Much of the total committee's work may be performed by individual members of the committee or by subcommittees working with business teachers between committee meetings. The full committee ordinarily meets three or four times during the school year while subcommittees meet more often as needed.

Committees consisting of 9-12 members could be divided into three or four subcommittees, depending on the needs of the business program and the interests and time available of members. Members who are knowledgeable about the content of business courses are good candidates for a subcommittee on curriculum. Other possible subcommittee assignments are job placement for cooperative education students, public relations and program promotion, and recruitment of resource persons for business classes.

Show appreciation. Advisory committee members have many alternatives for using the time they devote voluntarily to the business program. Business teachers must, therefore, make their appreciation known to these people who contribute so much to business education.

At least once each year, advisory committee members should be recognized publicly for their achievements. Examples of how this can be carried out include the use of press releases or year-end appreciation banquets. This kind of publicity builds rapport with committee members and serves as an incentive in attracting new members.

Consider all advice. Failure to ask committee members for advice and help on problems will dampen their interest in the business program. According to Wollard, "While the advisory committee members must understand that final decisions and policy are made by proper authority and that their role is to advise and recommend, they must feel that their contributions are important and properly considered."[14] The cardinal rule for working with advisory committees is to listen much more than you talk.

Summary. Advisory committees are communication links between business education and the business community. As such, they have the potential for strengthening and increasing the effectiveness of the business curriculum. It should be a responsibility of every business teacher to be actively associated with advisory committees.

[14] Ibid.

Community-Related Programs That Can Assist in Career Education Programs

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During 1975-76 the Office of Career Education (OCE), USOE, under contract with the Center for Vocational and Technical Education at Ohio State University, conducted a series of miniconferences, two of which brought together persons representing the business-labor-industry community and their concerns about career education. The initial groundwork covered in these miniconferences was expanded between November 1977 and May 1978 when OCE contracted with the Inter-America Research Associates, which held additional conferences resulting in monographs wherein specific segments of the community-related programs that can assist in career education programs were documented.

The greater portion of this chapter is a consolidation of 10 such monographs written by Kenneth B. Hoyt, Director of OCE. The content of the monographs, however, has been framed in a manner thought to be most useful to teachers of business education as input to the National Business Education Association's research project on "Retraining Business Education Teachers To More Effectively Engage in the Development and Dissemination of Career Education Concepts in Business Education." At the conclusion of the chapter, stock numbers of Dr. Hoyt's original monographs are given so they may be ordered as desired by the reader. Additional sources used in compiling this chapter were:

1. CONTACT, A Directory of Interpreting Business/Economic Education Programs, which may be ordered for $25 from the Public Affairs Department, Chamber of Commerce of the United States, 1615 H Street, N.W., Washington, D.C. 20062.
2. Mrs. Ethel Toepel, assistant executive director of the Business/Education Alliance based in Detroit, Michigan, who gave of her expertise in providing many ways community resources could assist the business education teacher in delivering career education to students.

Junior Achievement, Inc. (JA)

Junior Achievement, Inc., was established as a nonprofit corporation in 1919. Currently there are 254 franchise operations in major metropolitan areas serving over 1,100 communities. In addition, JA materials are made available to the youth in rural America. In 1977-78 more than 270,000 students participated in JA programs, which were served by approximately 33,000 adult volunteers and received financial contributions from more than 94,000 contributors.

Control of JA is vested in a board of directors composed, in large part, of corporate executives from private business. From the national headquarters, located in Stamford, Connecticut, JA franchises are granted to applicants from communities across the country. To get a franchise, applicants must demonstrate that they have the capability and willingness to operate one or more of the JA programs in a sound, high-quality fashion and that they have strong financial backing. A high degree of quality control is exercised by the JA headquarters, as these franchises receive technical assistance and monitoring from JA and also the materials they are to use.

The oldest and largest program of Junior Achievement, Inc., is also called Junior Achievement, and the initials JA are used both to identify the corporate entity and the program that serves students in grades 10-12 in an after-school activity which typically operates one night per week for a three-hour period. In this after-school activity, about 200,000 students across the country set up and operate their own businesses. Each business has from 15-20 students and 3-4 advisors, preferably in the areas of production, sales, accounting, and management. Each JA program runs for about 30 weeks of the year, although current experiments are being made with semester programs to accomplish the same objectives in half the time. The students determine the product or service they will undertake, incorporate, make the product or extend the service, sell it, and then dissolve the company and pay the stockholders. This operation enables JA, Inc., to teach economic understanding and an appreciation of the private enterprise system through a program which has been in existence since 1919.

Business educators may find that the activities in JA are an after-school, practical way for students to implement many of the principals they learn in their business classes. Some teachers may also like to use the principles of JA and establish a business in their own classrooms. This would not be an official JA enterprise, as these meet only after school and are operated on a franchise. In a classroom, such as distributive education, students might incorporate, choose to make a product such as belts, determine their costs, buy the material needed, manufacture the belts, and sell them at a local crafts fair or a holiday bazaar. The money could be used for a class, school, or community activity or be paid in dividends and dissolution fees to the students themselves.

Another program operated by Junior Achievement, Inc., is Project Business. This is an in-school activity for eighth and ninth grades and operates one hour per week for 9-18 weeks, with the teaching done by a business person specially trained by JA for this activity. Here the teacher may team with the business person or the teacher may choose to have the business person handle the program alone and stay in the room to witness the business person's delivery and incorporate what was done in the overall plan of the lesson. This JA program is developed around seven different aspects of business and includes career exploration field trips into the community. Project Business costs the school district nothing as it is funded by the business community and with an initial grant from the Kellogg Foundation. It has grown from serving 5,000 junior high school students in 1975-76 to 62,000 in 1977-78 and has much potential for expansion.

A third program from JA is centered on providing jobs for disadvantaged youth. JA arranges subcontracts with local industries for jobs that are separate

from those done by the firm's employees. Again, this provides students an avenue for career awareness and exploration while earning money and learning the principles upon which our economic system is established.

Applied Management is a fourth program and involves primarily college juniors and seniors in business administration and/or accounting. In this program the college students become consultants to a JA youth program of senior high school students. Applied Management currently operates in 23 colleges and universities and provides up to six semester hours of college credit for the participating college students.

Finally, JA also operates a multifaceted economic awareness program that might also fit into a business educator's plans for his/her students for a specific program. One thrust involves the use of senior high school JA Achievers in conducting economic awareness activities for fifth and sixth grade elementary school students during the school day. Another involves former JA Achievers who are going to college to work with senior citizens groups in establishing and operating small businesses and helping solve various community problems.

For information about what Junior Achievement, Inc., can offer you, consult your telephone directory if you are in a major city or contact their main office in Stamford, Connecticut.

Exploring Division Boy Scouts of America, Girl Scouts of the U.S.A.

As both of these organizations have the same type of potential for serving as resources in career education, they are described in one category. However, it is important to note that there is no formal connection between these two organizations—the Exploring Division is within the Boy Scouts of America, and the Girl Scouts of the U.S.A. is a completely separate organization.

Currently the Exploring Division enrolls approximately 380,000 high school age youth—including about 100,000 girls. The Explorer concept is built upon the belief that the process of exploring the unknown is an exciting and positive way of helping the individual discover both himself/herself and the world in which he/she lives. The six areas of "exploring" found in any Explorer Post include vocational, personal fitness, citizenship, social, service, and outdoor.

Business educators will find the resources of the Explorers available for their use. Initially, there is a Student Career Interest Survey which may be given to all the students of a high school or all the high schools in a district. Students select at least first and second areas of career interest, e.g., business, communication. The Explorers compile this information and then approach those areas of the business and professional community where the students' career interests cluster. As an example, a school may show that many of its students are interested in business. A representative from the Explorers would then contact one or more of the major companies or an organization such as Rotary, discuss setting up an Explorer Post which would provide the students with on-site career awareness and career exploration experiences as well as the other "exploring" areas, assist the post with organizational and operational processes and materials, and follow through with the local schools on experiences and evaluations made by the participants.

The Girl Scouts of the U.S.A., with its national headquarters in New York City, operates through 347 Girl Scouts Councils across the nation. These Councils provide assistance to communities wishing to establish Girl Scout troops at the local level. Girls from 6-17 may be in the Girl Scouts.

Career materials and experiences have been a major thrust of the councils, e.g., the development of a career awareness/career exploration program called FROM DREAMS TO REALITY. The materials for this program were originally developed for use with 12-17-year-old girls with a heavy emphasis on reducing sex stereotyping in career choices. Begun in 1976, these materials include an activity book with four sections: *Insights: Getting to Know You, Close-Ups: An Expanding World of Careers, Tryouts: Places to Visit, People to See, and Things to Do, and Pilots: Firsthand Experiences in the World of Work.* Options available within the project include a trips-and-speakers project to explore career possibilities, a career internship where girls shadow someone and try out actual job situations, a be-your-own-employer project where girls start their own business, and a get-a-job alternative where girls share paid employment experiences with their group.

As both the Exploring Division of the Boy Scouts and the Girl Scouts have demonstrated effectiveness in areas such as career awareness, career exploration, career decision making, development of work values as part of one's system of personal values, and reduction of sex stereotyping as an obstacle to freedom of career choice as well as special expertise in finding, organizing, motivating, managing, and utilizing community volunteers, they have shown that they possess career tools most valuable to the business educator.

Nationally, two individuals who may be contacted as they have had extensive experience in their respective organizations are Mr. Bruce Fern, Greater New York Council, Boy Scouts of America, 345 Hudson Street, New York, New York 10014 and Ms. Sonia Snyder, Director of Member Services, Girl Scout Council of the Nation's Capital, 2133 Wisconsin Avenue, N.W., Washington, D.C. 20007.

4-H

Regarding a directed, earnest attempt to structure programs to meet the guidelines of the career education movement, 4-H might be considered the sleeping giant of career education. 4-H is the education program of the Cooperative Extension Service, which is conducted jointly by Science and Education Administration-Extension, of the U.S. Department of Agriculture, the states, state land grant universities, and state and county government. Formally begun in 1914, 4-H is now the largest youth organization in the United States. Membership totals more than 5,400,000 and is open to all youth between the ages of 9 and 19 regardless of race, creed, color, sex, or national origin. The two primary bases upon which 4-H activities are built are: they represent a direct response to expressed interests and/or needs of participating youth; they encourage self-expression and provide for some level of successful achievement for all participants. Benefits that should accrue to 4-H members include the following: experiencing a feeling of worthwhileness through being able to do something successfully, acquiring good work habits, acquiring a personal desire to work and an appreciation for the societal rewards provided by work, acquiring a sense of social responsibility, discovering their own

interests and special aptitudes, and learning how to handle competition in a healthy way.

The business educator can easily see how the goals of 4-H in part strongly parallel those desired in career education. 4-H members pursue their activities in the areas of animals and poultry; plants and soils; energy, machines and equipment; ecology, natural resources, economics, jobs and careers; community development, service, government; and others having to do with personal, family, and community development. To work with 4-H in career education, the business educator will have to accept the tenets and operation of the organization as it exists and not expect restructuring presently. Dr. Hoyt supports this when he states in his monograph on page 17:

> While I am absolutely convinced now that the greatest potential for delivering effective career education through the 4-H effort lies in an infusion, rather than in an "add-on" approach, I find myself worrying less and less about whether or not 4-H persons want to use the term "career education" in describing what they do. It is more important that they do it than that they admit it. It would be counterproductive, it seems to me, if 4-H were to suddenly embrace the "infusion" concept and, by doing so, drop their current "Economics, Jobs and Careers" programmatic emphasis. Unless the concept of infusion can be inserted over and beyond this current program emphasis, I would prefer it to simply happen without being emphasized.

Business educators may contact the National 4-H Council at 7100 Connecticut Avenue, Washington, D.C. 20015.

Future Farmers of America

The Future Farmers of America (FFA) is the oldest and largest in-school student organization associated with the vocational education movement. Although this monograph was limited to a discussion of FFA, the business educator is reminded that FBLA (Future Business Leaders of America) is its counterpart in the field of business education and what is stated about FFA is also applicable to FBLA as regards common commitments of these organizations.

Major commitments of FFA (and FBLA) are helping youth develop leadership qualities, promoting and developing good citizenship, helping youth develop an understanding and appreciation of the American economic system, helping youth explore careers related to the broad occupational area each represents, and helping youth develop good work habits, sound work values, and other career adaptability skills that will enable them to change with change in the occupational society.

The business educator may wonder why both 4-H and FFA are being considered. This is done to show how organizations may be complementary rather than competitive as organizations: e.g., 4-H activities are conducted for students at the secondary school level. FFA is also at the secondary level but then goes into collegiate activities. This also applies to many secretarial and other business clubs at the secondary level. Students may move easily from the organization at the secondary level to its compatible counterpart at the postsecondary level as the objectives ofttimes remain the same.

FFA (and FBLA or other organizations such as BOEC, Business and Office Education Clubs in the state of Michigan) are most dedicated to the principles and practices of career education. Since these clubs operate as an in-school

curriculum program, they are seen as part of the total job responsibility of the vocational teacher. These teachers usually serve as the club sponsors and have support from parent state or national organizations. Competition among the students within the same school and within other schools in the region, state, and country is encouraged.

Dr. Hoyt says of FFA on page 16 of his monograph, "FFA really *can* be called 'career education' in a very real way. Its emphasis on leadership, on career exploration, on development of good work habits, work values, and basic economic understanding, combine to lead me to this conclusion. Youth who participate in FFA work certainly have had a 'career education experience.'" Again, the business educator is encouraged to look to such in-school clubs (with related out-of-school activities) as FBLA, BOEC, and also DECA—Distributive Education Clubs of America—for relating the objectives of the curriculum to club activities.

National Alliance of Business

The National Alliance of Business (NAB) is an organization which may assist the educator through job training and development for economically disadvantaged persons. Moreover, NAB has taken on the responsibility of training the teachers and counselors of the economically disadvantaged by conducting programs such as the Career Guidance Institute. These programs provide instruction coupled with field trips involving a variety of "hands on" experiences to various business/industry settings for the teachers and counselors. Teachers are also assisted in devising career education learning packages and career education implementation strategies.

Another program of NAB is Vocational Exploration in the Private Sector (VEP) funded through Title III CETA funds. VEP works with the AFL/CIO in providing the economically disadvantaged with primarily summer career exploration opportunities in the private sector under conditions which pay them the minimum wage for their involvement. The primary purpose here is career exploration.

NAB has adopted a national policy affirming its desire to work collaboratively with the educational system. Thus NAB represents a potential community resource for use in career education as NAB has demonstrated effective working relationships, namely, local business and industry, organized labor at the community level, CETA prime sponsors, and community-based organizations committed to helping youth solve education/work relationship problems. NAB's headquarters is located at 1730 K Street, N.W., Washington, D.C. 20036.

The National Federation of Business and Professional Women's Clubs

The National Federation of Business and Professional Women's Clubs, Inc., (BPW) is the largest organization of working women in the United States. Founded in 1919, its members now total 165,000 in occupations from ranching to carpentry and business executives to physicians. This national federation has international affiliations in 63 countries, which makes the International Federation the largest organization of working women in the world and represents more than 250,000 employed women. Business educators wishing to assess

the impact and the potential of BPW for career education must think of BPW and the international affiliations as a total effort.

The objectives of BPW, as stated on page 2 of Dr. Hoyt's monograph, are "to elevate the standards for women in business and in the professions, to promote the interests of business and professional women of the United States, . . . and to extend opportunities to business and professional women through education along lines of industrial, scientific, and vocational activities." The single most important priority of BPW at the present time is the Equal Rights Amendment (ERA). Taken in perspective, this priority could have most positive effects on career education in business education.

Two projects undertaken by the BPW in career education, in addition to the thousands of dollars in yearly career-advancement scholarships to women, are the Career Awareness Project (CAP) and the Nike Program. The former was established and developed in cooperation with the American Personnel and Guidance Association and resulted in a complete set of career awareness kits for use at the elementary school level. The latter is a program aimed at providing career awareness over the entire occupational spectrum to both boys and girls at the high school level. In Nike, BPW members give of their time to meet with students in the school setting to talk about careers and occupational information. They also serve as role models for women in nontraditional careers.

Business educators may contact the BPW at 2012 Massachusetts Avenue, N.W., Washington, D.C. 20036.

Chambers of Commerce

The Chamber of Commerce of the United States of America has memberships from approximately 72,000 business firms and is the largest organization in the United States representing the business/industry community. The first priority of local chambers of commerce is to seek further business/industrial development and thereby strengthen the private enterprise system in the local community so as to give that community greater economic strength. Since one of the greatest needs of business is a well-trained work force, career education becomes a viable concern for the chamber of commerce.

One of the programs which the chambers of commerce have supported in career education is that of helping teachers gain experience in industry. What has occurred in Detroit might be cited as an example. In 1934 the Economic Club of Detroit formed a committee to get business and education together. The Institute for Economic Education grew from this venture and in 1974 became the Detroit Business/Education Alliance. The Detroit Chamber of Commerce has accepted the Business/Education Alliance as an affiliate and promotes the programs by which teachers gain experience in industry. In this particular case, a "Classrooms in Industry" program that is operated during the summer gives teachers college credit for a course in which they go into various companies and actually perform tasks or write of their observations on the job.

Mrs. Ethel Toepel, assistant executive director of the Business/Education Alliance, responded to a question on how her organization could assist business teachers in the following manner:

Have business people talk to students to give them the information they need so they can decide which business courses they should take.

Bring business people into the classroom in the areas of computer operations, secretarial, and retailing so students might see how they can start as an entry worker and get their college degree in night school.

Have personnel workers tell students how they can get a job now and have it as a part of their high school program.

Set up arrangements with the chamber of commerce for teachers to spend a half or a full day visiting a business or several businesses, getting together afterwards and discussing the commonalities and differences in what the expectations are from workers which can be related to the classroom.

Contact the business world. If a chamber of commerce is not available, go to a professional or other business organization.

Have the business people see the equipment you are using and relate it to what is being used in the world of work. They may give you insights on how to begin teaching word processing or teaching data processing realistically. They may loan you their equipment.

Obtain films and other materials from the business world. Express what would be desirable, e.g., a training film, and see what is available. (Also refer to CONTACT, A Directory of Interpreting Business/Economic Education Programs, mentioned at the beginning of this chapter.)

Business teachers may find out more about this organization by contacting their local chamber of commerce or by contacting the national office at 1615 H Street, N.W., Washington, D.C. 20062.

American Legion/American Legion Auxiliary

The American Legion with a membership of two million and the American Legion Auxiliary with a membership of one million have joined forces in creating a single National Committee on Education. In the past this committee has spearheaded such programs as Boys and Girls State and the "Need A Lift?" program informing youth of postsecondary educational opportunities available. The primary interest of these organizations, in terms of the content of public education, is to promote good citizenship and pride in America.

The local American Legion Posts may currently be engaged in career education activities or they may be extending their efforts toward other pursuits also in line with their overall objectives. Business educators are encouraged to contact their local Post to see what career education activities are available as the members are also in other roles which may be of assistance to students. The potential of the American Legion and the American Legion Auxiliary to be active in the career education movement is most definitely great, but at the present time it is dependent in most cases upon local educational agencies taking the first step in contacting them with a proposition on how they might help local students.

Rotary International

Rotary has been selected to represent the many community service clubs in the country in this discussion of how the business educator may avail himself/herself of the potential in career education available in these clubs. Rotary

itself has four general areas of service for emphasis at the local club level, namely, club service, community service, vocational service, and international service. Career education would be conducted under the area of vocational service.

Although some local Rotary Clubs have elected to become involved in career education, Rotary generally has many possibilities for further involvement. Dr. Hoyt summarizes on page 18 of his pamphlet,

> . . . individual members of Rotary include many of the "community thought leaders" that career education advocates talk about. If such persons could be encouraged to become involved in a school system's career education effort, it might well be the best possible beginning step toward getting a career education priority with the entire Club. It would not seem wise to me to wait until such time as all members of Rotary had been completely exposed to the career education concept before beginning some interaction with local Rotarians. I have a feeling that Rotarians may be better able to explain career education to other Rotarians than are those of us in the formal education system.

Further information of Rotary International and how it may serve the needs of the business educator may be obtained from the national headquarters at 1600 Ridge Avenue, Evanston, Illinois 60201.

Women's American ORT (WAO)

WAO is a volunteer organization composed of approximately 135,000 American Jewish women. It is an autonomous membership affiliate of the American ORT (Organization for Rehabilitation Through Training) Federation composed primarily of American Jewish men. There is also a World ORT Union headquartered in Geneva, Switzerland. As ORT has existed for nearly 100 years, it has increased its operation of vocational schools and training centers to almost 800 in 23 countries. The ORT motto is "In the skills of work rests the dignity of man and the wealth of nations."

WAO's current specific program priorities, the last of which was added recently, are promoting the worldwide ORT effort, improving the image and quality of vocational education in the United States, encouraging closer relationships among vocational and academic educators aimed at improving the quality of American education, and participating in career education efforts. Because of the strong commitment of its members to educational purposes, the business educator is encouraged to seek out a local chapter of WAO or contact the national office at 1250 Broadway, New York, N.Y. 10001, to determine how this group might assist with his/her career education effort.

Summary

Hopefully, this consolidation of Dr. Hoyt's 10 monographs on career education will serve the business educator well in determining how community-related programs can assist in career education programs. One overriding factor keeps appearing: namely, many an organization within the community stands available to the educators who are willing to seek it out, explain their career education needs, and then avail themselves of the expertise these organizations have.

These monographs are available from the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402. The price of each is 55 cents, and there is a minimum charge of $1 for each mail order. The full monographs are listed below, with stock numbers cited when given within the copies:

Junior Achievement, Inc. and Career Education
017-080-01890-0

Exploring Division Boy Scouts of America, Girl Scouts of the U.S.A., and Career Education (GPO 932-945)

4-H and Career Education
017-080-01894-2

Future Farmers of America and Career Education (GPO 933 756)

National Alliance of Business and Career Education
017-080-01888-8

The National Federation of Business and Professional Women's Clubs and Career Education
017-080-01920-5

Chambers of Commerce and Career Education
017-080-01893-4

American Legion/American Legion Auxiliary and Career Education
017-080-01903-5

Rotary International and Career Education
017-080-01921-3

Women's American ORT and Career Education
017-080-01904-3

Professional Business Organizations That Can Assist In Career Education Programs

Celestine Mongo and John Kushner
Detroit Public Schools, Detroit, Michigan

In the business-industry-labor community, there are numerous professional organizations that have assumed the responsibility of designing educational programs for secondary and postsecondary students or that have materials that lend themselves to educational purposes. These include a variety of resources which educators may use to help young people with career development plans.

Some professional organizations direct their efforts toward students who are preparing to enter specific occupational areas; others provide assistance of a general nature which may be used by young people whose career objectives may include entry into any occupational cluster. Within the confines of this chapter, both types of organizations are listed. Included in each description are the organization's purposes, those whom it serves, what is available for career education, and the address of its national headquarters.

The Advertising Council, Inc. (Ad Council)

The Advertising Council is a private, nonprofit organization that conducts public service advertising campaigns in the public interest. The Council was founded in 1941 and is supported entirely by the advertising-communications industries and American business. This group's campaigns promote voluntary citizen actions to help solve national problems. They conduct approximately 28 major public campaigns each year, which focus public awareness on what are considered this country's most significant social needs. The Council also supports about 50 other public service advertising campaigns by recommending them to the media and publishing information about them. These campaigns are concerned with health and safety, education, environment, the disadvantaged, economics, and community.

The Council publishes a bimonthly newsletter, *Economic Communicator;* a bimonthly report, *Bulletin;* and an annual report, *Report to the American People*. Of particular interest to educators is *Action Guide*, a 16-page guide explaining how a community, company, or organization can organize an economic program. Augmenting this Guide are the following publications: *The American Economic System and Your Part In It, You and the American Economic System, Productivity, Inflation,* and *Employment*. In the last few years, the Council has also made over 150 personal presentations and major addresses on behalf of this program to local, regional, and national groups.

Additional information about the Advertising Council may be obtained from their national headquarters at 825 Third Avenue, New York, N.Y. 10022.

The Administrative Management Society (AMS)

The Administrative Management Society, formally known as the National Office Management Association (NOMA), is a professional organization for administrative personnel in any occupational area and on all levels. Its primary purpose is to provide growth opportunities for managers who are interested in professional development. It is national in scope; chapters are located in every major city throughout the United States and in Canada.

For secondary schools and colleges, the Society has been a source of scholarships for high school graduates who plan to pursue careers in business; financial support for local school club activities; judges for local, state, and national competitive events; field trips to industry; classroom conference speakers; forums or seminars for students, teachers, and counselors; and in-service training for members of collegiate chapters.

Publications which teachers may use to an advantage when preparing classroom materials are *Guide to Management Compensation*, which presents, in report form, an annual survey on salaries and benefits for 20 middle-management positions; an *Office Salaries Directory; Management World*, a monthly magazine containing articles concerned with the diverse disciplines of management; and two monthly newsletters, the *Generalist* and *Impact: Information Technology*, which keeps AMS members abreast of changes and trends in fields such as data processing, reprographics, word processing, telecommunications, and records management.

Additional information about this Society may be obtained from its national headquarters at AMS Building, Maryland Road, Willow Grove, Pennsylvania 19090.

Air Line Employees Association, International (ALEA)

As the name implies and as described in its literature, the Air Line Employees Association is a "labor association" which represents the interests of airline employees in office, clerical, and passenger service classifications. Affiliated with ALEA are the Air Line Pilots Association and the Canadian Air Line Dispatchers Association of Toronto.

ALEA was chartered in 1951 as Air Line Agents Association by the Air Line Pilots Association. In 1960, its name was changed to Air Line Employees Association. Currently, there are 15,000 members in three classifications: Office/Clerical, Passenger Service and Operations, and Training (flight simulators and instructors).

In addition to contract administration, the services of this organization to its members include representation and counsel when there are employment-related difficulties; representation and protection in mergers and interchanges; participation in life and "salary saver" insurance plans; and a number of communications which keep members informed of changes or developments within the industry.

Publications which teachers may use to apprise students of the potential of the occupational groups represented by this association are the ALEA "Fact Sheet," the ALEA Bulletin, "Your Airline Career," and a brochure, the *ALEA Story*.

The national office of this Association is located at 5600 South Central Avenue, Chicago, Illinois 60638.

The American Accounting Association

The American Accounting Association was founded in 1916 as the American Association of University Instructors in Accounting. In 1935, a name change was effected so that the association might accommodate educators, managers, accountants, government officials, and students. Generally, the Association exists for the purposes of advancing knowledge, encouraging research, improving practices, developing standards, and promoting the exchange of ideas.

The Association's services to schools are in the realm of career preparation. Currently, it has a half-million dollar fellowship program and an "ambitious" scholarship program for qualified students who are interested in pursuing accounting careers.

More information about this Association may be obtained by writing to its national headquarters which is located at 5717 Bessie Drive, Sarasota, Florida 33583.

The American Hotel and Motel Association (AH&MA)

The American Hotel and Motel Association has been in operation for more than 60 years as a federation of state and regional lodging associations. Its primary purpose is to serve the lodging industry—to save innkeepers money and to boost their profits through increased efficiency, marketing assistance, and operational help. Affiliation with this Association allows individual innkeepers to come in contact with persons who have similar goals, problems, and interests.

To enhance the career efforts of schools, the Association furnishes information about scholarships for persons interested in careers in the lodging industry; and individual managers or personnel directors of hotels usually offer career counseling to students if requests are made. Publications which are available through the Educational Institute of the AH&MA are a booklet, *Careers in the Hospitality Industry*, and a catalog listing the educational offerings of the Institute.

General information about the AH&MA may be obtained from Kenneth F. Hine, Director of Member Relations, The American Hotel and Motel Association, 888 Seventh Avenue, New York, N.Y. 10019. Requests about available scholarships should be sent to Council on Hotel, Restaurant and Institutional Education, Henderson Human Development Bldg., Room 12, The Pennsylvania State University, University Park, Pennsylvania 16802. Requests for copies of *Careers in the Hospitality Industry* should be sent to American Hotel and Motel Association, Educational Institute, 888 Seventh Avenue, New York, N.Y. 10019.

American Society for Personnel Administration (ASPA)

The American Society for Personnel Administration was formed in 1948 by 92 personnel managers who foresaw the need for such a group in their emerging profession. The Society's expansion has paralleled the increasing importance of human resource management in all business organizations. Membership growth in recent years has been 15 percent and there are currently over 300 chapters in major cities throughout the United States.

ASPA's goal is to help members become more effective on the job by offering opportunities for idea exchange and numerous career development services. These services include publications, problem-solving channels, professional development aids, public affairs programs, research, and employment assistance.

To meet their goal, the Society produces several publications. *The Personnel Administrator*, a monthly, contains in-depth articles and special features, including reviews of current practices, research literature, and book reviews. *Vantage Point* is ASPA's Washington newsletter and is published every other month to keep members informed during the developmental stages of issues that affect personnel function. *ASPA Handbook of Personnel and Labor Relations* is the official handbook of the Society and covers every major area of the field. *Action*, a bimonthly newspaper, reports on ASPA objectives, programs, chapter activities, and news of professional interest. In addition, the Society publishes two quarterlies and several research reports annually. In terms of professional development, the Society holds annual and regional conferences plus local seminars.

Additional information about this Society may be obtained from its national headquarters, 30 Park Drive, Berea, Ohio 44107.

The American Society of Women Accountants (ASWA)

The American Society of Women Accountants was organized in 1938 by the American Woman's Society of Certified Public Accountants for purposes of encouraging more women to enter the accounting profession and to increase the opportunity for women in accounting to meet each other. Today, there are 6,000 members in 41 states and the District of Columbia.

The Association's six membership classifications are: (1) Regular, for citizens who have earned bachelor's degrees with a major in accounting or who have been actively engaged in accounting work for at least two years; (2) Junior, for citizens who have had less than two years of accounting experience or who are students; (3) Associate, for persons who do not qualify as Regular or Junior members but who have substantial interest in the accounting field; (4) International, for persons who are not citizens of the United States but who are otherwise eligible for membership; (5) Retired, for individuals who have been regular members of ASWA and who have reached 65 years of age as of July 1 of the current year; and (6) Honorary, for citizens who are outstanding in the profession or who have made valuable contributions to the work of ASWA.

Official publications which may be helpful to educators are *The Woman CPA*, which is issued quarterly by the Association; *Mapping Your Future*, a career information booklet suitable for middle/junior and high school students; and two brochures, "Accounting—A Challenging and Rewarding Profession" and "Meet American Society of Women Accountants."

The national office of this Society is located at 35 E. Wacker Drive, Suite 1036, Chicago, Illinois 60601.

Data Processing Management Association (DPMA)

In 1949 the National Machine Accountants Association was founded in Chicago. Because of the rapid advances in information processing, the name of

this association was changed in 1962 to the Data Processing Management Association. Currently there are chapters in major cities in all 50 states plus Canada, Mexico, and Japan. DPMA is currently an organization comprising 28,500 members at all levels of management personnel who have an interest in the field of information processing. The major goal of the 275 active chapters is the advancement of the profession in all areas of business, industry, science, education, and government. Its primary purpose is to engage in education and research activities focused on the development of effective programs for the self-improvement of the individual member.

DPMA takes an active role in the development and presentation of educational publications. *Data Management*, the official publication of the Association, is sent monthly to all members and presents a well balanced view of all phases of data processing. *Automatic Data Processing—Principles and Procedures* is a text that provides a comprehensive treatment of modern data processing and is authored by both management and educational personnel. *Issues in Business Data Processing* is an attempt by more than 50 experts to tackle important questions of concern to all those interested in computer technology. In addition, the Association publishes many items that deal with legislation, guidelines, and management of data processing. An extensive array of individual video and 35mm film seminars are available and cover a wide variety of technical and general management subjects.

In 1968 DPMA student organizations were formed to disseminate information about data processing among college and university students. This effort was expanded in 1976 to encompass students in high school and trade and technical schools who were interested in data processing. The individual student chapters operate as an autonomous body under the direction of a faculty advisor with the assistance of a local DPMA chapter coordinator.

Additional information regarding this Association may be obtained from the international office, 505 Busse Highway, Park Ridge, Illinois 60068.

Employment Management Association (EMA)

The Employment Management Association was incorporated in 1969 and is comprised of employment and personnel executives who represent every segment of the business, industrial, government, and academic communities. Its purpose is to "provide a forum for the better understanding of the employment and human resources problems facing American industry and government, and to investigate these problems through an interchange of ideas and information among the members and other authoritative sources."

Through EMA's monthly newsletters, advisory programs, seminars, surveys, bulletins, and semiannual meetings, members are kept informed of developments in areas such as advertising, assessments, job enrichment, legislation, personnel planning, outplacement, selection, testing, affirmative action, college recruitment, executive search, human resources, job posting, management development, professional placement, and recruiting. Some of the Association's special projects have included the development and publication of a *Job Hunting Guide;* the development and implementation of interviewing seminars in cooperation with the National Association of Personnel Consultants; planning and directing employment seminars in diverse geographical locations under the auspices of major national newspapers; production and

participation in job counseling projects in conjunction with print, radio, and television media; and the establishment of a Speakers' Bureau to provide employment experts to address meetings and seminars.

For college students who have reached the placement phase of career preparation, the EMA especially recommends their publication, *Job Hunting Guide for the College Graduate.*

Inquiries concerning the EMA should be addressed to John D. Erdlen, Executive Secretary, Employment Management Association, P.O. Box 385, Weston, Massachusetts 02193.

National Association for Industry-Education Cooperation (NAIEC)

The NAIEC was officially established in 1964 as a vehicle for "mobilizing the resources of industry (business, labor, government, agriculture, and the professions) to assist schools in their efforts to improve the relevance of educational programs at all levels." Its membership includes most of the major trade associations; corporations representing aircraft, chemical, electrical, petroleum, pharmaceutical, steel, and retailing industries; educators on all levels; and representatives of a number of nonprofit organizations.

Through its multiple activities, the NAIEC makes a substantial contribution to the career effort. Projects which have been especially beneficial have included assistance to school districts in establishing industry-education councils; conducting community resources workshops for educators so that they might study their communities intensively for the purpose of determining how to best use their resources in specific subject areas; and holding regional conferences which focus on career guidance, industry-education councils, work-experience programs, and job placement.

The NAIEC publishes two *Newsletters.* One contains articles of general interest to anyone involved in industry-education cooperative endeavors; the other restricts its contents to various aspects of job placement. Educators may find two of its publications especially useful. *Industry-Education Councils: A Handbook* contains guidelines for organizing a council, suggested activities, and examples of by-laws and statements of purpose. The NAIEC *Placement Services Training Manual* contains a model for constructing a comprehensive school system-based job placement services program.

Additional information about NAIEC may be obtained from Dr. Donald M. Clark, President, National Association for Industry-Education Cooperation, 235 Hendricks Boulevard, Buffalo, New York 14226.

The National Association of Educational Secretaries (NAES)

The National Association of Educational Secretaries was organized in 1934 as a result of a request by superintendents representing 157 cities to recommend secretaries to represent their school systems for a proposed organizational meeting. Since that time this organization has developed outstanding programs for educational office personnel. It is the only national professional association for office personnel in education in the United States whose prime purpose is the professional growth and recognition of educational office personnel as members of the education team.

The Association provides a wide variety of in-service opportunities to its members including academic programs leading to Professional Standards Certificates, three national conferences, and annual institutes held each summer. Publications include a variety of offerings that run the gamit from collective bargaining to improvement of clerical skills. Of special interest to educators is the field service which the Association provides in terms of speakers and workshop leaders and the scholarship program sponsored by the Association which offers annual scholarship awards to graduating high school seniors or continuing education students entering the educational office field.

Publications of particular interest to educators are *The National Educational Secretary*, a quarterly magazine which features articles of interest to the educational profession including current issues in the field of education; and *Crossroads*, a quarterly newsletter containing current developments in the profession.

Additional information about this Association may be obtained from its national headquarters at 1801 North Moore Street, Arlington, Virginia 22209.

National Institute for the Food Service Industry (NIFSI)

In its brochure, the National Institute for the Food Service Industry is described as the "not-for-profit educational foundation of America's eating-out industry." It was created by restauranteurs and food service executives for the purposes of upgrading food service management, attracting people to food service careers, improving school curriculums, and assisting teacher and company trainers.

The NIFSI seeks to meet its objective through food service management courses; planned manager certification based on education, professional experience, and on-the-job performance; nationwide distribution of information on food service careers; food service management scholarships for students; counseling and in-service training for food service educators; training programs for trade associations, food service companies, and colleges; and research on problems of food service manpower, education, and management.

Educational materials which are available from the NIFSI include a directory, *Senior College Programs in Hotel, Restaurant, Institutional Management in the United States*, and kits bearing the nomenclature, *Careers in Food Service*. Each kit contains a student guide, a counselor's manual, and one copy each of "Career Profile: Restaurant Manager," "Career Profile: Waiter/Waitress," and "Career Profile: Chefs and Cooks."

Requests for the above-mentioned kits and information about other educational programs of the NIFSI should be sent to Dr. Chester G. Hall, Executive Vice President, National Institute for the Food Service Industry, 120 S. Riverside Plaza, Chicago, Illinois 60606.

National Restaurant Association (NRA)

The National Restaurant Association was founded in 1919 in Kansas City, Missouri, and today ranks as one of the top 20 trade groups representing more than one million food service outlets as a leadership group. The group's primary purposes are to provide legislative, information, educational, health and safety, and public relations benefits to its membership.

The Association holds an annual National Trade Show and Educational Exposition which is the world's largest food service show. In addition, regular food service and idea exchange seminars are held for members. Educators will be particularly interested in the Association's industry-teacher workshops and food service career education promotion. These services provide related information for teachers and students in food distribution programs.

NRA produces a variety of publications including *NRA News*, a monthly publication of general interest to the industry; *Washington Reports*, a weekly providing legislative industry information; and *Educational Materials Catalog*, an annual catalog listing publications as well as visual aids. The current 70-page Catalog offers a wealth of information for those interested in a career in food distribution and hospitality industries.

Additional information about this Association may be obtained from its headquarters at One IBM Plaza, Suite 2600, Chicago, Illinois 60611.

National Retail Merchants Association (NRMA)

From an organization of 13 Connecticut retailers incorporated in New York in 1911 as the National Retail Dry Goods Association, the National Retail Merchants Association has grown to a highly professional organization representing over 26,000 retail store members whose volume exceeds $50 billion. The major purposes of this organization include sound legislation, social awareness, and technological assistance to its members.

The Association, in addition to its national annual convention and exposition, offers a wide variety of checklists that provide information on significant topics and immediate issues in retailing.

Of particular interest to teachers are the Association's training aids, a complete 20-lesson correspondence course on a score of pertinent issues utilizing a wide array of films and slides. The publication, *Your Opportunities in Retailing*, provides a 10-page overview of retailing and its career opportunities. Local affiliates of NRMA have been eager to provide schools with speakers, literature, seminars, judges for competitive events, and strong support for distributive education programs. This organization has been extremely helpful in providing career information and job opportunities.

Additional information about this Association may be obtained from its national headquarters at 100 West 31st Street, New York, N.Y. 10001.

National Secretaries Association (NSA)

Among the aims and activities of the National Secretaries Association, founded in 1942, are the elevation of secretarial standards through continuing education; the fostering of programs for personal and professional development; fulfilling a spokes-authority role for the secretarial profession; forecasting changing directions, trends, and requirements that affect office practices. Although its members are united in a common cause, NSA is not a union in the sense of collective bargaining. It may endorse legislative activities of benefit to secretaries but does not engage in partisan politics.

Some of this organization's major projects include—

NSA Research and Educational Foundation, whose major thrust is the development

of research and educational projects of benefit to secretaries, management, and educators.

The Secretary, NSA's official magazine. An excellent "how to" publication, *The Secretary* provides a medium for exchange of ideas, problems, and solutions related to the secretarial field.

Certified Professional Secretary Program, recognized as the capstone of the secretarial profession. To achieve CPS certification, the candidate must satisfactorily complete a six-part examination in the following areas: behavioral science in business, business law, economics and management, accounting, secretarial skills and decision making, and office procedures and administration.

Future Secretaries Association, a program for potential secretaries enrolled in educational institutions. The aims of this association are stimulation of interest in the secretarial profession; development of a better understanding of secretarial responsibilities; and provision of the basics necessary to the preparation of future professional secretaries.

In addition to *The Secretary*, NSA produces the following publications of special interest to educators:

NSA, THE PROFESSIONAL WAY
GUIDELINES FOR CERTIFIED PROFESSIONAL SECRETARY EXAMINATION
THE DOOR OF OPPORTUNITY, FUTURE SECRETARIES ASSOCIATION
SECRETARIAL CAREER-TWENTY QUESTIONS AND ANSWERS
SECRETARIES WEEK . . . FOR ALL SECRETARIES
SECRETARIAL CAREER KIT
SECRETARIES ON THE SPOT

Of further educational benefit is the color slide presentation, *Audio Visual Look of a Leader*, which outlines proper parliamentary procedure and leadership abilities.

For further information on the National Secretaries Association and its publications, contact its national headquarters at 2440 Pershing Road, Suite G-10 Crown Center, Kansas City, Missouri 64108.

National Shorthand Reporters Association (NSRA)

The National Shorthand Reporters Association was founded in 1899. Currently, its membership is comprised of more than 10,000 official and freelance reporters throughout the country.

The NSRA serves its members, the public, the "bench," and the "bar," through four governing units: (1) The Board of the Academy of Professional Reporters (BAPR) conducts examinations for the certificate of Registered Professional Reporter, thereby providing a national standard of competency. (2) The Board of Approved Reporter Training (BART) conducts on-site inspections, when requested, of schools offering shorthand-reporting training to ensure that they comply with the minimum standards set by BART before the court reporter training programs offered by the schools can receive NSRA approval. (3) The Reporting Systems Division (RSD) keeps up to date on developments in courtroom design, computer-aided transcription, and audio-video equipment intended for legal and court reporting. (4) The Employment Referral Service (ERS) acts as a clearing house for prospective employers of reporters and for reporters seeking employment.

NSRA publications which are suitable for introducing high school and

postsecondary students to the shorthand reporting profession are *Shorthand Reporting as a Career*, a booklet which contains information about the opportunities and challenges of a career as a shorthand reporter; *Making The Record*, a booklet which outlines the services of the NSRA and contains tips to shorthand reporters which may help them produce accurate and clear court records; "RPR," a brochure which explains what a Registered Professional Reporter is; and "Shorthand Reporting: A Challenging and Rewarding Career," another brochure which briefly outlines the shorthand systems used, opportunities available, and how one may qualify.

The Association encourages inquiries about its work and services. The current address is National Shorthand Reporters Association, 118 Park Street, S.W. Vienna, Virginia 22180.

Sales and Marketing Executives International (S&MEI)

Sales and Marketing Executives International, formerly known as the National Federation of Sales Executives, was founded in 1936 for the purpose of making overseas markets more accessible through the interchange of selling information and marketing techniques with executives in other countries. Its membership consists of 22,000 executives who are concerned with sales and marketing management, research training, and other managerial aspects of distribution. Affiliates of this association are located in 49 countries throughout the world.

S&MEI's services to its members include such activities as undertaking studies in the field of selling and sales management and sponsoring clinics, seminars, and The Sales Management Institute. Its contributions to the career education movement have been in the form of conducting career education programs, working with teachers, establishing sales clubs and fraternities, and cooperating with Junior Achievement and Distributive Education Clubs of America to interest young people in sales careers. S&MEI booklets which may be used for career awareness or occupational orientation purposes are *Opportunities in Selling*, *Your Farm Background and Agri-Business Selling*, and *The Salesperson, Ambassador of Progress*.

Information about these publications and the association may be obtained by writing to Ms. Carol L. Ginsburg, Director of Career Education, Sales and Marketing Executives International, 380 Lexington Avenue, New York, N.Y. 10017.

The organizations detailed in the pages of this chapter, of course, do not represent an all-inclusive listing. They are, however, representative of a cross section of professional organizations that are willing and able to assist in providing related career information for students. It is hoped that the reader of this chapter will be encouraged to explore the educational potential of the vast number of organizations that can provide assistance in the career education effort.

How Labor Unions Can Assist in Career Education

Carroll M. Hutton and Carl Bramlet
United Auto Workers, Detroit, Michigan

Career education is expected to create a citizen who is self-confident and culturally advanced; one who relates well to others, adapts to change, possesses both living skills and job skills, and who can manage the tools of his or her occupation. The UAW endorses the career education philosophy, and is willing to work with educators and others towards its successful implementation.

The United Auto Workers adopted its official career education position in January 1976. As the quote above from the UAW statement indicates, we are deeply committed to public education, and career education in particular. The UAW believes in the total citizen concept, and we believe that educating for citizenship on the job is vital, as is educating for citizenship in the community. We sincerely believe that career education adds a fourth "R" to the 3R's . . . relevance.

Many unions in the past few years have played a very supportive role in career education. Trade unions are a major institutional force in the United States. They have grown since the passage of the National Labor Relations Act to represent over 22 million Americans in most major industries and professional occupations. While the union institution is an amalgamation of many diverse segments of the worker society, one general philosophy exists among all, that the need for education never ceases and the education process does not end upon entry into the world of work. Apprenticeships and tuition aids are negotiated with integrity to assure the highest of educational quality. Union staff and elected personnel are assigned to seek new and effective means of worker education; accordingly, unions provide opportunities for citizen education in two ways:

1. Participation in industrial citizenship is provided by internal education programs which emphasize activities and responsibilities associated with the work place.
2. Labor sees a logical progression from citizenship on the job to citizenship in the community. Members may bring to the work place problems which are rooted in circumstances outside the plant gates; hence labor's concern for the quality of services represented by community health, welfare, and recreation agencies and by state and federal social programs. Therefore, personal citizenship is benefited through specific education programs designed to enhance the citizenship skills outside the work place, through numerous community service departments and programs.

We will explore in this chapter ways of approaching areas of unmet needs in the education process. We are especially concerned with the secondary education system, where certain voids exist that create extreme difficulties for those who leave the educational process and enter the world of work.

The Work Place

The relationship between the worker and the employer addresses the basic questions:

What are the rules?
Who makes the rules?
Why are they made?
Who enforces the rules?
When are they enforced?

These questions will arise as long as producers of goods and services exist and contain the legitimate authority to give orders which others will find necessary to obey.

Some unions, and specifically the UAW, feel this aspect of citizenship must be presented with considerable impact to the student in the secondary education system. The preparation for entry into the world of work must be done with the same integrity as those influences exercised in student preparation for higher education and commercial and business concerns. The UAW has been successful in getting this concern incorporated into some high school studies programs in the form of a project developed through the cooperative efforts of unions, business, and educators. Early evaluations indicate "Project Labor" is highly successful.

The project sponsors have become increasingly concerned about attitudinal factors that make new-worker communication very difficult. Consequently, disciplines of union and management are not understood by the new workers. As a result, an enormous number (approximately one-third) of graduates entering the factories, mills, and offices are unable to cope—resulting in early discharge or failure to pass probationary periods. The impact of this project, the union hopes, will be to teach the students what the situation in the world of work is. In theory, we will pick the new workers up as they enter the factory, explain their rights and responsibilities, the company rules, and the union contract. We feel, through this means, we can do much to correct attitudes that would otherwise lead the new workers into difficulty.

One important message the participating organizations hope to impart is that the education process does not stop at the factory. Many union/management accords provide tuition aid up to $1,000 a year. Educational leaves, apprentice programs, and on-the-job training systems are all established contractually to encourage a worker to continue into higher education.

The High School Graduate and the World of Work

Over one-third of all high school graduates who enter the world of work do not remain because of work habits or attitudes that make them unable to cope. In Project Labor, the union believes a well-defined, authoritative program to familiarize the students with the world of work will address these factors:

A. *Job Citizenship*
   1. Your rights - legal and contractual
   2. Your obligations - legal and contractual

B. *Management Rights*
   1. Your supervisor, shop rules and regulations
   2. Principles of corrective discipline
   3. Probationary period

C. *Union Rights*
   1. Your union representative
   2. Union contract
   3. Your right of representation
   4. Your responsibility to your union
   5. Your union's responsibility to you

Unions are prepared to participate in any topic of concern at any educational level in areas which are germane to individual enrichment in the world of work.

Career Education for the World of Work: Union Analysis and Commitment in Philosophy and Practice

The overwhelming majority of today's young Americans expect to become employed. The very first year following graduation from high school 90 percent of the males who do not attend college enter the labor force, and a startling 72 percent of the females join them. Only a small percent of them become self-employed. The question then becomes, What are we doing to teach these young people what it means to be an employee?

It is true that the teaching of business is given high priority by most schools. Businessmen have long realized the importance of getting their points of view into the secondary educational process. This has a positive effect upon this part of the education concept. But again, attention is called to the low percentage of students entering into business after graduation from high school.

This brings us back to a familiar theme, the world of work and what our secondary educational process is doing about it. Many members of organized labor are of the opinion that the high school system is still more concerned with concentrating upon those students who may be college prep material in the eyes of their parents, teachers, or counselors, at the expense of the non-college-bound students. Maybe this is as it should be and would be most effective, if at the completion of high school studies the students did, in effect, continue in higher education; but again, the statistics alarm us. The percentage is hardly 50 percent. Thus, if little or no emphasis is made to prepare the students for alternative life courses, then much of their high school experience is lost.

It is a sad experience for a union leader to enter a high school class as a resource person and find a general attitude among the students that factory work is low grade—only for the underachievers. The term "shop rat" is frequently used by teachers in reference to the future stations of those who do not excel academically.

The remarks of Ben Seligman, director of education and research for the Retail Clerks International Association, represent these frustrations:

> Is it too much to ask that the teaching of economics in schools be relevant to the lives of the students and their families? Since a large portion of students will be working for a livelihood, should not they learn that a collective bargaining agreement spells out work relationships, provides for grievance and arbitration machinery. In short, it is something more than a lever to move wages up. Should not students learn more of the broader economic issues that will affect their future . . . full employment . . . economic growth . . . taxes . . . housing . . . government spending . . . and prices.

Certainly, not all the blame must fall upon the school administration. Labor must assume some of the responsibility, because labor has exerted little pressure for alterations in the approach to the teaching of social studies. A national poll of 16,000 high school principals concerning outside pressures on course content, found that the labor movement is least frequently mentioned, with only five percent mentioning it at all.

Vocational training of a "hands-on" nature has certain constraints, i.e., union contracts, wages, state and federal laws, all of which must be resolved with the parties before they are effectuated. These factors do not exist with a well-defined work familiarization program. The way of work life could be imparted to the students by usage of material and personnel from labor unions and factory management, and by field trips into the union halls and factories.

Past experience has shown that many high school administrators resist union spokesmen in their schools because they fear it will irritate the industrial community. This should not be the case. Both union and management are quick to criticize the educational community for its failures or shortcomings. The providers of education should demand of business, labor, and industry a total commitment, not just a mild venture. For it is these institutions that schools are striving to provide with the best personnel possible.

One possible enrichment in student preparation for the world of work would be to educate them in the theories and dynamics of collective bargaining. The union has spoken to the fact that only one-half of high school graduates continue to higher education; the rest enter the world of work, where the odds are 9-1 their lives will be affected by collective bargaining. They may enter as assembly-line employees whose factory relationship is spelled out by a union-management contract. It could also be as an industrial manager, who has to negotiate with a labor union; or as a factory employee who decides to pursue a career as a union representative. In these events, a knowledge of collective bargaining and the arbitration process is essential.

This concept should not startle anyone from the educational and business communities. It is not new nor is it a product of union originality. It was developed by General Motors and the Detroit Public Schools under the project titled: "Detroit Pre-Employment Training" and incorporated into the Detroit School System. The general objectives are—

1. To provide participants with specific information about the requirements of the industrial world of work.
2. To support the development of appropriate attitudes and behavior in the industrial world of work.
3. To provide participants with a simulated experience in the industrial world, with emphasis on entry-level jobs.
4. To provide participants with specific information which will enable them to become informed consumers.

The proposed curriculum is four weeks in length, five days a week, seven and one-half hours a day with one-half hour for lunch. The third week will simulate the second shift by operating from 4:00 p.m. to 12:00 p.m. Industrial plant rules will be followed as nearly as possible, including the use of time clocks, rigid rules on absenteeism and tardiness, an emphasis on safety procedures, and maintenance of equipment throughout the program.

The curriculum is divided into two major segments, classroom work and "hands-on" work. A youth organization, modeled upon a collective bargaining agreement with a recognition system and appropriate competitive events, supports both segments. Both segments ensure maximum utilization of the facility. Included in the four weeks are two day-long tours and one half-day tour. A wide variety of training methodologies and training materials are utilized to ensure maximum impact on the participants and to allow for continual reinforcement of the basic and significant points of the curriculum. Finally, the entire curriculum is integrated and specific to the industrial world of work.

The project anticipates that when participants complete this four-week program, they will be prepared to become successful employees in entry-level jobs in industrial plants. The knowledge, attitudes, and skills they gain will be significantly beneficial to them in their future.

The General Motors program, while extremely expensive, may provide answers to some of the problems the union has addressed in this chapter. However, one of its failings is that it sets up an artificial world of work in which the union plays no role whatsoever, and, in fact, has no input for these perspective workers. While in general agreement with the objectives of the GM-DPS project, the union has extended this concept to secondary education on a less expensive basis in the form of our aforementioned program called Project Labor. In this program the union makes a positive commitment at no cost to the participating schools.

Project Labor

Through a well coordinated and mutually cooperative effort on the part of all the participating organizations, the following topics of discussion and subject matter will be presented to high schools in a 10-session program:

Labor History (to be presented in two segments)
The High School Graduate and the World of Work
Union Structure
The Duty of Fair Representation
The Quality of Work Life
Occupational Health and Safety
Minorities and Women in the World of Work
Labor's Role in Politics
Labor's Historic Support of Public Education

Many of the secondary school students who will be the recipients of this information under the proposed program procedures will be entering the world of industrial work upon graduation. It is expected that the presentation of the subject material noted above will better prepare those students to take their place in the world of work.

Impacts and expected results. The expected impact of this proposed program will be to more thoroughly familiarize the audience to be reached with the essential knowledge of the work place and the bona fide labor organizations that represent these workers. Project Labor does stress the role of labor as well as workers' rights and obligations. The outcome objectives are as follows:

SESSIONS I & II. The student will be able to describe the social, political, and economic climate which led to the formation of union activity in America. The

student will be able to identify the sequence of events which led to the current status and organization of labor unions in the United States.

SESSION III. The student will be able to define and explain management and union rights relative to employment of union members.

SESSION IV. The student will be able to explain the structure and function of labor unions, including organizational structure, grievance procedures, arbitration processes, strike procedures, and the appeals procedure workers have if their rights are violated.

SESSION V. The student will be able to explain his/her legal rights as an employee and union member and exhibit an understanding of the union's internal appeals structure.

SESSION VI. The student will be aware of the role unions play in preserving the dignity of workers and their right to be assertive.

SESSION VII. The student will be able to explain the importance of occupational safety and health and the union's role in assuring a relatively safe and healthy work environment.

SESSION VIII. The student will be able to explain the activities that led to a reduction of systematic barriers which limited employment of women and minorities in the world of work.

SESSION IX. The student will be able to explain the influence of labor unions in the economic and political process of American government, including the election process and influences on legislative decisions affecting the American public.

SESSION X. The student will be able to explain the union's involvement in support for and appreciation of public education in America.

If these goals to better understanding are attained through the medium of such a proposed education program for secondary school students, the students, the schools, the employers, unions, and the total community will be the beneficiaries of such positive efforts.

The purpose of the UAW's Project Labor is to—

- Tell the story of the UAW—what it is, what it does and why . . . to our fellow citizens no matter where they exist in the high schools, colleges, civic, fraternal, and other groups, and where the UAW message can be heard.
- Present the UAW message in a positive way . . . our programs, policies, purposes and goals, so that all those interested will hear and be given the opportunity to question and examine.
- Provide UAW speakers with the answers and equipment to appear in these forums with dignity and competence—to inform those who seek answers and debate those who oppose us.
- Reach the community opinion makers, who can enlighten others . . . and interpret the union to those opinion makers in such a way they will understand us. What we do, why we do it . . . and how we, as unionists and citizens of the community, respond to our duties and obligations towards social and economic progress.
- Recognize that union bias does exist—to meet our opponents honestly, factually, and with no reservations.
- Reach the high school students who eventually will become one of our membership—to help equip them for the world of work, their rights, and their responsibilities.

Summary

The need for the UAW to get its message across to the young men and women in our secondary school system, about the world of work they will soon be entering upon graduation, has never been more serious than it is today. Even though the public, as a whole, is more enlightened about the American labor union movement today than in years past, this enlightenment has not been noticeably enlarged to include the public school system, and especially the secondary school curriculum of any high school that comes to mind.

Most of us still recall the sharp contrasts between the amount of educational information we received from our high school textbooks about the labor movement and the kind of "learning through experience" from our own on-the-job activities in the real world of work. Compound this lack of adequate educational information with negative attitudes gained from a generally indifferent or covertly antagonistic communications media, and the problems of the labor union movement are obvious.

However grim and serious these facts present themselves to the continuing strength and progress of the labor union movement in the United States and Canada, there are several rays of hope on the horizon and within our reach from which we can take comfort and renewed dedication. The teachers in our American educational system are fast becoming more union minded and organization oriented. Labor's gains have had a spillover, rippling effect of such continuing and increasing proportions that the entire economy of our nation has undergone a lasting, positive, and progressive change. Not the least of these brightening rays of hope on labor's horizons have been efforts by several work education councils, school districts, teaching and administrative faculty members, and boards of education to become more concerned with the employability of their graduate students in the job markets of their communities. One example of such concerned effort is in Livonia, Michigan, where a work education council supported by the community and the school system involves students in realistic work activities as a means of familiarizing them with the world of work. Business, industry, and labor members comprise the Southeastern Michigan Area Work Education Council. Through UAW participation, the Livonia project designed to reach and teach high school students about the world of work has successfully evolved into a model we hope to extend much farther.

Because of the responsibility we feel for students as unionists, teachers, and educators, and our interests in them as the children (in many instances) of our UAW members and as possible future union members themselves, the UAW wants to share the commonality of concept and purpose of this program with other school systems, wherever a real concern exists as to the future of our students as they enter the world of work. We hope that this project may serve as a basis for a similar project in your individual and collective areas. Any high school administration or curriculum director who thinks this type of program could be used in his/her region and area school system may contact the UAW Education Department by calling (313) 926-5474.

Government, the Teacher of Business, And the Delivery of Career Education

Robert J. Welshan
Michigan Department of Education, Lansing, Michigan

Government has become such an abstract concept in American life that while it continues to increasingly impact on our daily lives, it simultaneously seems ever more and more remote. Who or what is the government? How can it or they help you deliver career education in the classroom?

Look around you. You see a school. A public school which is operated by a local school district in order to serve the public's need to educate the young. Yes, Virginia, you are part of the government or as the cartoon character, Pogo, used to say, "We have met the enemy and they is us." That's right—the school system, the public library, the park commission, the drain commission, the public health service, the road commission, the postal service are all part of government. You see, our government doesn't just make rules or laws. What government mostly does is provide community *services*. Many of these government services can directly help you to provide your students with a better career education.

Let's think of the government as a community resource for career education—just like business or industry. Let's look at government first as an *employer*. How can we, as teachers of business education, help our students to explore the hundreds of business-related career opportunities found in local, state or federal government? How could we improve our business education students' chances of securing a good job in government? How can we provide our students with the kinds of business skills our government *needs* if it is going to improve its services to the public?

Remember, Big Brother Is a Big Business!

All of us are acutely aware of the bigness of government. Who hasn't complained about high taxes, slow bureaucracies, mountainous red tape, or endless regulations. Yet most of us fail to see that American government is a business—a big business where millions of Americans are actively pursuing their careers. Federal, state, and local governments represent employment opportunities which will continue to increase at an above average rate during most of the next decade.

One way then that government can help *you*, as a business education teacher, is by providing interesting and rewarding career opportunities for many of your students. Before a government job can become a career opportunity, however, students must be—

- Made aware of the career options within federal, state, and local governments.
- Assisted in exploring available business careers in government.
- Aided in applying for the entry-level jobs within government.

As a teacher of business, you can help yourself and your students by providing your students with more information about jobs in government. One good source of such information is the *Occupational Outlook Handbook* which is produced annually by the U.S. Department of Labor's Bureau of Labor Statistics. In addition to listing the job prospects for government, the *Handbook* also contains valuable information about career opportunities all across our economy. Your students should become familiar with this resource regardless of whether they are interested in government employment or not. Most city, college, or large school libraries contain the latest issue of the *Occupational Outlook Handbook* or you can get your own copy by writing to the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402. There is a small charge for this document so be prepared to pay if you want your own personal copy.

Another source of valuable information on specific careers available in the federal government is the Office of Personnel Management (formerly the U.S. Civil Service Commission). This federal agency is responsible for supervising the personnel activities of 90 percent of the federal government employees. It publishes many pamphlets and booklets on various careers in government. A simple letter of inquiry sent to the Office of Personnel Management, 1900 E Street, N.W., Washington, D.C. 20415, will undoubtedly yield valuable information that you can share with your students.

Similarly, each state has its own civil service commission which manages the personnel problems of state employees. A letter to your state civil service office might also contain a request for someone to come and talk to the business education students about careers in state government. Today, with affirmative action programs, many state officials are most anxious to attract more qualified women and minority persons into government service. As a teacher of business, you represent a valuable link between students looking for rewarding careers and government employers looking for bright, young, talented people.

The nearest and most accessible level of our government is the local city, county, or village government. In some large urban areas the city or county might have its own civil service office. If so, you should contact these people and arrange for a regular flow of career information between them and your school. Certainly career speakers, field trip visits to potential local government career sites, and student internships or cooperative education arrangements should *all* be investigated and, wherever possible, used. Even if your county or city government doesn't have a central civil service office, you can call city hall or the county courthouse. Find out who handles the personnel functions for your local government. Then pursue a closer collaboration between these government employers and your business education program. Invite these people to join your advisory committee. Involve them in your business education program. Create a bridge between your classroom and these local government employers.

As citizens we are always complaining that our government should be run in a more businesslike manner. O.K., here's your chance to place some well trained business students (yours) into careers in government. Maybe it's only a small beginning but it might eventually improve government service. It certainly will enhance the career relevancy of your business education program.

The Government Speaks If You Know Who To Ask

Beyond its role as an employer, government is a tremendous source of information. One thing our government does conscientiously is collect tons of information (remember all those forms you fill out?) and then produce mountains of reports. If you want to find out about job prospects or wages or educational opportunities, somewhere someone in government has the information you need. Teaching your students how to get that information out of their government is a valuable skill you should include as a goal in your curriculum.

Let's organize our class and try to use those business skills in order to search out good information about careers. Let's make the government tell us what it knows about the career options we will have. Let's write letters, file the replies, review data, and build a real career information resource. But let's do it as part of the classroom learning of business and office skills.

Who are the people in the U.S. Bureau of Labor Statistics and what can they tell us about the future job openings in the 1980's? What is the Comprehensive Employment Training Act (CETA) and how could students of business education use this Department of Labor administered program to further their careers? Who publishes the *Dictionary of Occupational Titles* and what is its purpose? What is the *Occupational Outlook Quarterly*? What does the U.S. Employment Service do and how can business students use the state employment service effectively?

The idea of having your business students seek out this kind of career information from various government sources has three purposes:

- To train your students to use their business skills in order to solve practical problems and meet their personal needs. If they can unlock the bureaucratic maze of government, then they can make that government work for them. If they cannot filter through the murky channels of the system, then they'll be short changed in terms of getting the vital information people need to make good career decisions, because in many instances only the government collects that information.
- To provide the students with as much career-related information as possible in order to expand their alternatives and enhance their career decision making. Information is power—the power to freely select between *known* options. If you can teach your students how to keep themselves informed, then you've given them a valuable lifelong skill which will enable them to live freer lives and select a better career.
- To develop problem-solving skills which are invaluable in business. Much time, effort, and money (some argue too much) is spent by American businesses in dealing with government. Business routinely must seek information from the government or provide information to the government. People who can efficiently deal with the government are valuable employees in any modern business. Why not give your business education students that additional experience and expertise which could provide them with the competitive edge when they seek a future career in business.

The Government Giveth As Well As Taketh Away

Finally, remember that the government is the great grab bag of educational innovations. You are not alone in your interest in providing your students with

more career education. The career education movement has been around for a decade. Millions of dollars have been spent on testing ways in which to better prepare students for today's career world. You need to tap into that treasure chest of knowledge, materials, and money. You need to use the results of all that government investment in career education. By utilizing the best of what's there, you can benefit your students. Remember, the shortcut to modernization in economics is to buy or borrow new technology. This same shortcut can be used effectively in implementing career education at your school.

At the federal level there are several government sources for ideas, materials, and money to implement career education within business education.

- The U.S. Office of Career Education has materials plus some grant monies from the Career Education Incentive Act (P.L. 95-207). Write to Dr. Kenneth Hoyt, Director, Office of Career Education, U.S. Office of Education, Room 3100, ROB 3, Seventh and D Streets, S.W., Washington, D.C. 20202, for a small packet of monographs and publications put out by OCE on career education. For information about funding, first contact your state coordinator for career education, as most of these funds are awarded as state allotments. Names of the state coordinators are available from OCE.
- The U.S. Department of Labor has a great interest in youth employment and training. The Department of Labor not only gathers statistics on employment problems, it also operates grant programs, e.g. CETA, and has compiled information on new ways to prepare youth for careers. Write to U.S. Department of Labor, Bureau of Youth Employment, 200 Constitution Avenue, N.W., Washington, D.C. 20214, for a general overview of the Department's services.
- The National Research and Development Center for Career and Vocational Education at Ohio State University, Columbus, Ohio 43210, has been involved in developing materials for career education for years. Ask the Center about specific programs in business education which can better prepare youngsters for careers.
- The National Institute for Education has sponsored research into career education since its beginning. Certainly a letter of inquiry to the Career Education Unit of the NIE, 1200 19th Street, N.W., Washington, D.C. 20208, would open up many sources of useful information.
- The National Center for Career Education at Missoula, Montana, has an extensive collection of career education materials, many of which are related to business education topics. If you write to the National Center for Career Education, University of Montana, P.O. Box 7815, Missoula, Montana 59807, they can describe their services in greater detail.

On the state level, most state departments of education have a coordinator for career education. Contact your state agency about career education activities in your area. They can usually identify model programs, materials, potential grants, and consultant help which you can use in developing your career education program.

The relationship between career education and vocational education has always been both philosophically and programmatically very close. Since the passage of the 1976 Vocational Education Act, the variety of related career support services which can be funded through the federal vocational education monies has greatly expanded. New programs have been designed to introduce young people to emerging careers. There has also been an effort to improve vocational education opportunities for women and minority students. You

should call your state office of vocational education to find out what kind of assistance they might be able to offer a business education teacher who is trying to infuse more career education into the business education curriculum.

Final Thoughts

It has been my experience that teachers of business education—more than any other group in education—had been about the business of career education long before the term became popular. Business educators were teaching job-seeking skills, providing career information, and counseling students on careers long before the majority of general educators began to think of those activities as serious and important. Obviously, then, trying to give advice on career education to a group of business education teachers is not an easy task—what can I tell the practicing career education experts?

My attempt in this article has been to share some ideas on how we could all more effectively use the government. Often because government is so obvious, we ignore it in our instructional program. Most times our students are only exposed to government as a concept in civic class. Even then, they only see the classical model of democracy—they are not presented the functioning reality. Government in a free society is the business of all of us. Big government is a big, important business. As career educators we need to better use the government to help us educate our students. As educators we need to teach our students how to control and use their government to meet their needs. As educators we should try to see to it that the people who work for our government are the best qualified, most highly motivated people around. We can do all these things if we bring government into the business education classroom. We can do these things if we link our students of business education with the people involved in the business of government. As teachers of business we have a super opportunity to not just complain about government but to make it work better.

Business and Education: Collaboration for Learning

Richard E. Gardner
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At no time in the educational history of this country has the climate been more responsive to building or extending linkages between business, labor, industry, and the schools. Educators and business leaders realize the futility in attempting to prepare all secondary students for worthy participation in the world outside of the school unless those students have opportunities for purposeful interaction with that world during the course of their formal education.

The number of organizations within the private sector endorsing collaboration with education grows annually. Since 1973, the Chamber of Commerce of the United States of America has sponsored career education conferences which have addressed the role of the business-education-labor community in career education. The first such national conference resulted in the preparation and presentation of a statement of career education to the Labor-Health, Education, and Welfare Subcommittee, House Committee on Appropriations on May 14, 1974. The statement encouraged financial support to schools for the development of career education programs and indicated the Chamber's willingness to work with the schools in planning, implementing, and refining career education efforts.

> The National Chamber, for its part, will continue to encourage its member business firms, Chambers of Commerce, and trade and professional associations to take the initiative in working with schools. Last year, we sponsored a National Conference on Career Education. Businessmen, local and state chamber executives, and educators from all parts of the country attended. The chief accomplishment of this conference was to bring school leaders and business leaders together to exchange views and begin to explore ways they can work together in their local communities.

The National Alliance of Business, with offices throughout the country, indicates a similar interest in working with schools.

> Working with our education partners, NAB seeks to provide students with the motivation, guidance, and on-the-job work experience that will enable them to pursue productive careers in the American economic system.

Local teachers and administrators, in growing numbers, are finding receptive attitudes within the business community with respect to collaborative career education efforts. Experience-Based Career Education, internships, walk abouts, and other forms of experiential education programs are finding much support from the business community, just as effective distributive education, cooperative work experience, and work-study programs have in the past. The comments of a staff member from one Experience-Based Career Education program may provide some insight as to willingness of the business community to provide sites for career exploration.

> My first exposure in the project was to recruit business, industry, and labor organizations to identify sites where we could place our students for explorations (1 to 5

days) or learning levels (from 3 to 5 weeks). We were apprehensive even though we had heard of the success that other EBCE programs had experienced in working with the community. We were extremely pleased at the community response. We now have over 350 community sites available to our students and as the news of our program has spread, we now have businesses calling us requesting information about the program and wanting to become involved.

Similar testimony is available from programs throughout the country who have made community collaboration a priority and student experience in the world outside the school a reality.

Suggestions for Collaboration from the Business Community

The continued development and improvement of career education programs depends on increased acceptance and participation of business, labor, and industry. It is apparent that more dialogue is occurring between education and business, yet the net involvement remains far below desired expectations. It may well be that both the business community and the schools wish to work together but do not know where to begin.

The Chamber of Commerce of the United States has supported efforts to identify a series of proposals worthy of consideration by the total community. One of the primary purposes guiding the development of these proposals was to stimulate dialogue throughout the country. These proposals are presented as follows:

- *Exchange programs between business, labor, industry, and school personnel.* In general, this proposal urged that exchange programs be initiated whereby teachers, counselors, and school administrators would spend time for pay outside educational institutions while members of business, industry, and labor would be invited to acquaint secondary-level and adult education students with their skills.
- *Field trips for students.* While the field trip is not new to education, this proposal was specifically aimed at increasing opportunities for students and teachers (kindergarten-twelfth grade) to spend time observing workers performing their jobs in various settings. As conceived, field trips for elementary, junior high, and secondary-level students would have different objectives and would be designed to appeal to the interests and needs of the students.
- *Work experience for all high school students.* This proposal would provide opportunities for all students to experience work, whether paid or unpaid. This proposal has had high acceptance in some states and communities, and a number of states have recently introduced or passed legislation that mandates that all secondary-level students must participate in some type of work-study arrangement in order to graduate from high school.
- *School-industry job placement programs.* This proposal supports earlier ideas that aggressive job development and job placement activities should be undertaken by the schools in cooperation with business and industry. It stresses the importance of linking programs designed to motivate students to want to work with those mainly concerned with placement.
- *Occupational resource persons from business, industry, and labor.* Emphasis in this proposal is on the development of lists of volunteer workers from all classes of occupations who will respond to personal contacts from students and teachers about their occupation.
- *The year-round school, staffed in part by business/industry and labor personnel.* The year-round-school concept has received considerable attention from edu-

cators at all levels over the past several years. National, regional, and state associations have been organized to study and promote various concepts of year-round education. Many career education advocates see several versions of year-round education as essential for implementing career education programs. Although it is difficult to generalize about year-round education, most advocates tend to stress that school facilities might be open for as much as 16 hours daily, 12 months each year; that the personnel of business, labor, and industry might be included as faculty in career education activities as part of their regular job assignments; that regular teachers and administrators might participate in industry on a staggered-time basis; and that students might graduate on a variable time schedule (e.g., each month during the year or on some other type of flexible basis).

- *Using retired workers as resource persons in schools to acquaint students with the world of work.* Several specialized areas of education (e.g., special education) and educationally related professions have in recent years stressed the viability of utilizing retired persons as an integral part of their education efforts. Career education programs are increasing the use of retired persons in numerous occupational areas to meet with students, teachers, and administrators to communicate facts about their occupations as they relate to career choices and placement. The emphasis is on the importance of communications, work attitudes, and job adjustments as well as the importance of skills development and the requirements of technology.
- *Making work more personally satisfying to the individual.* This concept is of central importance to career education. Inherent in this instance is the idea that work must be meaningful. The importance of autonomy and variety are stressed as important to the person. The difference between careers and jobs is also stressed.
- *Every student leaving school should be equipped with a marketable skill.* One of the products of increased collaboration between business, industry, and education is the idea that all persons at their exit from school should possess marketable skills. In the face of high youth unemployment, dissatisfaction with the outcomes of education, and the economic plight of public education, this concept has gained increasing attention from both educators and laymen.
- *Every student leaving school should be able to find work.* Career education emphasizes the importance of viewing work as a central component of one's life. This idea goes beyond wanting to work; it poses more an economic problem than an educational one.

Collaborative efforts required for the implementation of these proposals require significant adjustments by both business and education. Issues with respect to schedules, laws, credit, state and local policy, and liability must be resolved.

Developing Workable Linkages with Business

Identifying the depth of the hoped for relationship between business and the schools is the priority consideration of the schools prior to building linkages. Know what you want from the business community before you seek their involvement in program development. This requires student, faculty, administrative, parental, business, and school board dialogue and decision making. Experience indicates that such deliberations have resulted in moving from viewing the business community solely as a source of financial and moral support to seeing it as a group of organizations that share a partnership with the educational institutions in assisting youth in making the transition to adulthood.

A first place for the school to institute activity toward identifying the extent of business involvement is to reexamine the students going through the program of the school. Questions which might direct this reexamination include:

(1) Does the student have accurate self-assessment information? (Who am I? Where am I going? How do I get there?)

(2) Does the student have the opportunity to participate in career-related activities to the same extent as other school activities?

(3) Does the student have an opportunity to test reality through explorations which come as close as possible to the real situations?

(4) Does the student have difficulty seeing relationships between "school skills" and "life skills"?

(5) Does the student have a marketable skill by graduation?

Good answers to these questions have been provided through some of the programs which are in existence and receive their "life's blood" through school and business partnerships.

Expectations of the schools held by others is also an important criteria in determining the program implications for business participation. The local community, no doubt, believes that basic skills are among the necessities which schools must provide youth. Basic skill achievement is important to everyone, but the ability to apply those basic skills in the broader environment is the true test as to whether the individual has attained mastery.

The Chamber of Commerce of the United States, in their presentation before a subcommittee of the House Committee on Appropriations in which they reiterated their support for the concept and program of career education, stated:

> In relating education to work, career education responds to a call for education reform. This call comes from parents, students, employers—and, perhaps, most of all, it comes from educators.

This statement may well reflect the cumulative response from American communities with respect to their expectations of the schools. The report continued:

> Young people seek identity. They ask, "Who Am I?" We must help them understand that primarily a person is what he does . . . . We believe career education offers an approach to learning that is long overdue . . . .

A third dimension of determining the extent of business involvement is to review some of the accomplishments, problems, and successes of existing programs in and out of the local area. Certainly, cooperative work experience and certain work-study programs could provide the interested educator with perspective. However, there are also many programs in operation which are not vocational in focus, but which provide student interaction with the business world and allow them to gain insight and develop positive attitudes and skills which are considered important in the career education movement.

Learning Unlimited of Indianapolis, Indiana, has developed a variety of opportunities for high school students to access the world outside of the school. From their experience with business, labor, industrial, and civic organizations they are aware of the unique opportunities which can be provided, opportunities for business, the school, and most importantly, the student. A list of positive outcomes which have been reported follows:

Positive Effects on Students

(1) Youth are assisted in the transition to adult roles.
(2) Youth accept more "ownership" for their learning.
(3) Self-direction
(4) Motivation
(5) Efficiency
(6) Communication skills
(7) Institutional (system) skills
(8) Decision making
(9) Problem solving
(10) Critical thinking
(11) Cognitive process skills
(12) Self-concept development

Experience-Based Career Education programs, originally developed by four of the Regional Educational Laboratories, have produced handbooks which identify procedures for moving into collaborative relationships with the community. (The four laboratories are Northwest Regional Educational Laboratory, Portland, Oregon; Far West Regional Educational Laboratory, San Francisco, California; Research for Better Schools, Philadelphia, Pennsylvania; and Appalachia Educational Laboratory, Charleston, West Virginia.) These handbooks, comprehensive by any standard, are available to the public. Training by staff is also available at cost. Experience-Based Career Education (EBCE) has now been extended to include communities and schools throughout the country. Extensive evaluation was a part of the development of the four models of EBCE. Each laboratory has information available indicating student outcomes, program dimensions, and community involvement. Observers of the EBCE program have been enthusiastic over "the learning" which participants demonstrate as a result of spending up to one-half of their "classroom day" at community sites in learning career development skills, basic skills, and life skills and becoming certified in competencies. Participants in the program generally speak highly of the community involvement:

> *September:* The people, or rather staff members, seem to be pretty excited people. I don't hate any of them yet—Ha! Ha! . . . I hope I'll like school this year . . . . I know it couldn't be worse than last year . . . .
>
> *February:* I really learned a lot when we went into the community . . . . (businesses and the capitol) It was almost unbelievable. I mean, I would never have learned that much, not in a million years. I got to talk to a lobbyist, to the President of the Senate; I was in a state office for a week. Then I was a page . . . and I got to be on the (Senate) floor all day . . .
>
> *March:* Man, everything is looking up. Even the gas lines are shorter today . . . . I don't mind living half as bad.

There are countless other programs which will gladly provide information and assistance to the school that is interested in extending learning opportunities through business-education partnerships. Work-Education councils are in existence and expanding throughout the country. The Executive Internship of America program has offices at 680 Fifth Ave., New York, New York 10019 and provides a newsletter of activities and existing programs. Career education coordinators and directors in the various states, counties, and local education agencies may be able to put you in touch with ongoing activities in your area.

The [illegible]shing factor which characterizes so many emerging programs is exploration. These activities require a close affiliation between schools and the business community. Business organizations open their doors to students and provide them with an in-depth experience which allows the students to test their skills (technical, basic, and interpersonal) against the reality of the setting. More than on a walking field trip, the students are provided with some expectations and experiences so that personal insights accrue which can not be gained from in-class education. Programs which are in existence allow students to spend from one day to an entire term in such explorations. These experiences are unpaid or paid, depending on the nature of the experience and existing policies or regulations. EBCE personnel indicate that the experience of the student at a learning site should be "educationally productive to the student and not economically productive to the business." In reality, this is a very fine line, if a personally rewarding exploration experience is to be provided.

There are several significant kinds of explorations which are provided students. One set of explorations is being provided through on-going co-op programs. Students in these programs have supposedly made a decision to enter the field in which they have received their training. These programs are educational capstones where the student has an opportunity to put his/her attained skills to the test in the work setting. They are preparing for some long-term relationship in a given vocational area.

All students should have the benefit of exploring the larger community through a variety of short-term explorations. Short-term explorations are designed to assist the students in testing their earlier decisions regarding their perceptions of the skills required, remuneration, and work conditions related to an occupation of interest and perceiving how the relationship between the occupational role and the other roles (family, avocation, citizen) affects individuals currently employed in that occupational field.

Some colleges are requiring field experiences as a part of the entrance requirements to certain programs. Such a requirement indicates that academe recognizes that advantages can accrue through exploration that cannot be achieved in any other way.

The development of career education has been described as a "grass roots" effort, encouraged by as many individuals from the business, labor, and industrial community as from the educational community. As such, it is a unique curriculum development approach. As such, it has some strengths and some weaknesses not found in other curriculum movements. It has had no national advocacy group until recently. Early efforts to encourage funding at the federal and state level were led by business, labor, and industry who took a stand.

Career education is tied to no single discipline yet has something to offer all disciplines. Career education is not identified with certain grade levels but is applicable to people of all ages. Career education has not had funding at a level comparable to other curriculum improvement efforts.

As a grass roots effort, the continued growth of the career education movement, growth which will touch every student, is contingent upon support and leadership from all interest groups. Collaboration among decision makers is a key, and the business community should be one of the central contributors to the process.

Career Education Within the Community

Lucille Stoddard
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When Nelson Rockefeller was being considered as a candidate for the vice-presidency of the United States and was going through a very painful personal appraisal by the media, the Senate, the House, and the general public as well, it is said he was asked by someone why, when he had no financial need, would he pursue such a position at such tremendous personal expense. His reply then was to the effect that every man and woman, regardless of personal circumstances, needs work that is meaningful.

Career education, as defined by Kenneth Hoyt, does fashion work that is meaningful because it serves as a vehicle for fusing the philosophy of vocationalism with the philosophy of humanism so that work will be perceived as a human right of all human beings, not as an unwanted societal obligation.[1]

Need for Community Involvement

How, then, is career education itself tied to the community in such a manner that students become committed to the work ethic, become committed to the meaningfulness of work, and view work as not just a human right but an *earned* human right?

To answer this question, business educators need to understand and explore their roles and responsibilities for fusing into wholes the needs of the student, the employer, the worker, and the union leader so that career education *is* tied to the community in a viable, workable fashion.

Also, to find an answer to this question, the roles, needs, and attitudes of the employers, students, and labor leaders need to be explored. As an example, the employer is concerned with productivity, yet at the same time he also wants satisfied employees. Students just graduating from school want autonomy—freedom from constant supervision—together with an acceptable working environment. The union leader wants a "fair shake" for his members, and the educator is interested in helping students find meaningful, humane work.

Nevertheless, all work is not humane nor can all workers be housed in an acceptable, aesthetically pleasing environment. Studs Terkel reports in his book *Working* an interview with a spot welder who describes his job in the following way:

> Repetition is such that if you were to think about the job itself, you'd slowly go out of your mind. You'd let your problems build up, you'd get to a point where you'd be at the fellow next to you—his throat. Every time the foreman came by and looked at you, you'd have something to say. You just strike out at anything you can. So if you involve yourself by yourself, you overcome this.

[1] Hoyt, Kenneth B. *Community Resources for Career Education*. Washington, D.C.: U.S. Department of Health, Education, and Welfare, 1976. p. 27.

> I don't like the pressure, the intimidation. How would you like to go up to someone and say, "I would like to go to the bathroom?" If the foreman doesn't like you, he'll make you hold it, just ignore you. Should I leave this job to go to the bathroom I risk being fired. The line moves all the time.[2]

To a somewhat lesser extent, file clerks report dissatisfaction and boredom with the constant and "boring" routine of their jobs. Additionally, employers are having difficulty keeping bright, extroverted secretaries in word processing centers in which human interaction is minimal.

A schism seems to exist between educators and those in the community—particularly those involved in business and industry. Frequently, educators hear of the "waste" in education being detailed by personnel from business and industry. Too often, now, business and industry have decided to do their own training and have developed their own training packages and are offering their own classes. The advantages, they say, can be found in "tailoring" such educational programs to meet the needs of their own special businesses and controlling the time and productivity so that they *know* the investment pays off.

Educators are often reluctant to admit that some of the charges leveled against them are true. Oftentimes, an inordinate amount of time is spent training prospective employees. Then, too, industries and businesses often do need special kinds of training for their employees to meet specialized needs. On the other hand, many educators are trying very hard to meet such training needs.

Educators, too, understand the waste of resources that occurs when those who have been trained to educate are being pushed aside in favor of personnel who were originally prepared for other occupations.

Plans for Community Involvement

Plans for community involvement in career education programs should, if defined succinctly and structured carefully, provide a method for patching this schism between the community and education and helping to minimize the apparent discrepancy among the employment needs of business and industry and education.

If one accepts the premise that career education programs are designed to bring the community and education together, strong consideration should be given to Dr. Hoyt's model in which he describes career education and its tie to the community as a collaborative effort rather than merely a cooperative one.[3] Using this model, then, the school would not be the primary agent, but would, rather, be working with business and industry in a *joint* endeavor. With this kind of effort, then, no decisions would be made unilaterally by any segment of the educational or business and industrial community.

If this concept is acceptable, all planning should be done not just *cooperatively* but jointly. Business educators are somewhat accustomed to joint planning as a result of working with advisory committees. Perhaps advisory committees could be the starting point for business educators. With a *collaborative* rather than a *cooperative* approach to such committees, the effort should

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[2]Terkel, Studs. *Working*. New York: Random House, 1974. p. 160.

[3]Hoyt, *op. cit.*, pp. 1-2.

be fruitful. Advisory committees could very well be a good starting place for community/school planning.

Dr. Hoyt's alternative to the advisory committee is to start from scratch with community career councils. These councils would have representatives from business, industry, labor unions, and education. Under the collaborative premise, all planning would be completed jointly; and equal consideration would be given to each representative group.

Such close involvement with business, industry, and labor in formulating programs from the beginning in career education should, by the very nature of the structure, provide a workable model from which a strong student program would grow. This involvement would not, however, be without trauma, because of the misconceptions, expectations, distrust, and special interests of each of the entities in the group. However, if all parties are involved in the conceptual stage and carry career education through the gestation period, a quality career education program should be the result.

Specific issues which might be addressed by this group could be the following:

The Work Experience Model

Cooperative education. Of all the work experience models, cooperative education is probably the best for merging the school setting with the community. That is, if the program is run with integrity, it is the best experiential model in education. Students in this program, then, are closely supervised both on the job with a supervisor and at school with the teacher-coordinator. Objectives are set with and for the learner; and, most importantly, for purposes of career education, job placement is compatible with the career goals of the student. In a quality program, related instruction is offered which integrates the work setting and the school setting in a variety of ways. Teachers are also given an opportunity to diagnose weaknesses and to provide remedial instruction before students move to full-time jobs.

As a result of a "tight" program, students begin to gain the dignity that comes from *earning* a dollar and from taking pride in the work produced. A good on-the-job supervisor and a teacher-coordinator take time to develop satisfaction which should, in turn, develop values that are intrinsically related to a positive work-ethic concept.

On the other hand, students also learn there are prices to pay for sloppy work, for long coffee breaks, for not coming to work on time, for leaving work early, for not being aware of the needs of co-workers, and for other work-related activities.

Comments from students, taken from work reports, reflect strong career implications that develop from such a program. One secretarial student said, "I don't want to sit behind a typewriter in a word processing center for the rest of my life, but I am fascinated with the computers. I think I am going to change into some data processing work of some kind."

Then another student who was placed in a clerical position (and who was, by the way, a very "slow learner") said, "I didn't know I would hate filing so much. I want to do typewriting and shorthand, but I don't want a job with filing." This statement, of course, presents a real dilemma for the adviser.

Another student reported: "I don't feel comfortable supervising people. I like my secretarial work, but I don't want to supervise."

An additional, and almost incidental, outgrowth of the cooperative education program is the linkage and commitment that results from placing students in the business and industrial community. One employer who had had a particularly good experience with a student in distributive education said incredulously, "I didn't know you had kids as good as this one."

The realism found in cooperative work settings is difficult to generate in a classroom. Nevertheless, cooperative education programs are probably the most frequently prostituted programs in business education. Teacher-coordinators are often given inordinate numbers of students to supervise, students are placed in jobs that are incompatible with their career goals, on-the-job supervisors often assign students repetitive kinds of jobs that do not require them to use their specific skills, and work reports frequently are not required. Under such conditions, classroom experiences would be more valuable.

In addition, although teachers, coordinators, administrators, and on-the-job supervisors "feel" that the cooperative program is one of the finest vehicles available for moving the student from school to work, not much empirical evidence in business education supports this view. In fact, there is little research evidence that proves cooperative education programs to be better than traditional classroom training.

Organized labor also vacillates in its position toward work experience programs generally and cooperative programs specifically. Mark Schulman, who has probed the participation of labor in work experience and career education, concludes:

> Labor consistently questions whether educators understand what they are talking about when they describe work. The dispute goes beyond amiable definitional discussion; it is, in fact, in the realm of serious philosophical argumentation.[4]

This suspicion that educators don't know what they are talking about is coupled with some strong reservations about cooperative practices. Specifically, unionists seldom support paying students for their work. Labor also fears that students in the work place will be used by management to "speed up" in the work setting. Another concern of labor is that students in cooperative work programs will take the place of those workers who are unemployed.[5]

However, writings of both business and career educators and union leaders reflect a strong commitment to humanizing the work environment so that examples such as those cited by Terkel are minimized.

Internship. Internship is also a work experience program that, like cooperative education, tends to integrate the school and work experience. The internship label is more frequently attached to *professional* rather than *vocational* programs. This professional usage probably accounts for the labeling of student teaching experiences in business education as internships.

This program, too, allows the student to develop a "feel" for the real meaning work can have as described by Abraham Maslow. He says:

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[4]Schulman, Mark. "Issues and Strategies for Enhancing the Participation of Labor in the Implementation of Career Education." *Two Studies on the Role of Business and Industry and Labor Participation in Career Education.* Washington, D.C.: National Advisory Council for Career Education, July 1977. p. 9.

[5]*Ibid.*, pp 35-38.

> Another goal which our schools and teachers should be pursuing is the discovery of vocation, of one's fate and destiny. Part of learning who you are, part of being able to hear your inner voices, is discovering what it is that you want to do with your life . . . . Sometimes very similar things happen when you find your career, your lifework. It feels right and suddenly you find that twenty-four hours aren't a long-enough time span for the day, and you begin bemoaning the shortness of human life.[6]

Internship is often a sophisticated term for cooperative education or for other, more loosely defined work experience programs. Interestingly enough, some business educators are perfectly willing to develop internship programs whereby their prospective graduates are placed on jobs but are unwilling to develop cooperative education programs.

Perhaps the most significant contribution of the internship program to a student's life, then, is in determining that the job "fit" is either right or wrong. The drawback to this process is that internship is most frequently accomplished in the last school year before graduation. If the fit is wrong at that point, much unnecessary ground has been covered and a lot of new ground must, of necessity, be examined.

Internship does, if structured correctly, build strong bonds between the educational institution and the community it serves.

Work experience. The general work experience model is much like, and in some instances exactly like, cooperative education and some internship programs. With work experience, students may or may not receive pay, be supervised by school personnel, work in jobs related to their careers, or receive school credit. Work experience may also be either exploratory or "hands-on."

Whether students become committed to the work ethic, understand the meaningfulness of work, or view work as an *earned* human right as a result of such experiences, however, is questionable. Haphazard and inefficient procedures used in student placement and supervision is rampant in these programs. Often, the program, particularly in high school, is reduced to simply a "work release" process in which students are allowed to leave school early. From that point on, little or no supervision is given and career implications for individual students happen by accident only.

The problem is accentuated as a result of the recommendation made by Sidney Marland that all students have some work experience.[7] Educators, therefore, are trying to get as many students as possible into the business and industrial community but cannot do a clean supervisory job with the resources available.

The character of the work experience program, then, as related to educating for a career is largely a result of personnel's availability for supervision and the integrity and commitment of the employer in terms of providing a meaningful experience for the student.

Simulation. Simulation would probably rank below work experience as a good method for bringing the business and industrial community closer to the school program of a student. An excellent simulation, however, can come close

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[6]Maslow, Abraham H. *The Farther Reaches of Human Nature*. New York: Viking Press, 1971, p. 185.

[7]Marland, Sidney P., Jr. *Career Education: A Proposal for Reform*. New York: McGraw-Hill Book Company, 1974. p. 264.

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to duplicating the work setting and introducing students to the meaningfulness of work, the work ethic, and work as an *earned* human right.

If a simulation activity is structured carefully and realistically, the concepts of a specific career would reflect, as closely as possible, just what each career entailed. Additionally, the equipment would also approximate and duplicate equipment that would be found in the career simulated. Students, therefore, should leave such a class with a good "feel" for the occupation being simulated.

The problem with such an activity is focused on the specificity of the career being simulated. A student experiencing a secretarial simulation structured around the work accomplished by an insurance company, for example, would be able to generalize somewhat to other secretarial positions but would be very familiar only with the insurance industry.

Too, students in simulations do not necessarily feel the pressure found in "real live" jobs.

As is true of cooperative education, not much research evidence can be found to support the simulation model as a means of producing a more knowledgeable student or one more trained for a career as compared with one prepared in a traditional manner.

The simulation process, however, is an activity that merges the community with education better than is usually found in the traditional classroom.

Shadowing. "Shadowing" is primarily an exploration model in which students *watch* work done by others. The shadow concept implies that a particular student follows a specific worker constantly during an explicit period of time and observes the actions of the employee very carefully to see just what the job entails.

Shadowing can be especially valuable in those instances when placement experiences are not available, when students do not have time to work and go to school, and when in-depth career exploration is not desirable anyway.

Some shadowing could be done by one student for several jobs and can certainly provide more insight than can tours, brochures, or lectures. The drawback to this process is in finding those willing to be "shadowed."

The "shadower" would surely understand the business community better as a result of such an experience, and the "shadowee," by virtue of the kind of commitment made, should also have some interest and commitment stirred toward the school.

However, this process would not usually contribute significantly to a student's committing to the work ethic, to understanding the meaningfulness of work, or to envisioning work as an *earned* human right because of the limited amount of time spent in such an experience.

Resource persons. Using resource persons from the community does provide students with an acquaintanceship with the business and industrial community.

If used as *real* advisers to programs, advisory committee members can be extremely valuable for programs. As a result of using advisory committees, commitments are made in both directions. That is, advisory committee members become committed to schools and programs; and students and faculty become committed to the businesses and industries these people represent.

Retired persons are excellent resources for easing the transition for students from simulated to actual careers. One of the groups of retirees from Bell Telephone Company installed an antique switchboard (that still worked) for a simulated secretarial program. Still others have been used very successfully to counsel students who are struggling with career decisions.

Some retired persons who counsel and work with students provide a preview of the kinds of attitudes youngsters are going to encounter when they enter the work force, particularly those involved in the work ethic. That is, young people are frequently supervised by those who are many years older, and totally different value systems often exist for those with such age differences.

For example, older workers have often been through survival crises when any kind of job was considered a gift from God. Then, too, older workers were reared in homes that espoused strong commitments to the Puritan work ethic. Youngsters, on the other hand, expect as givens excellent fringe benefits, good salaries, and an aesthetically pleasing environment.

Encountering these differences and attempting to understand them before entering the work force can be extremely valuable for young people.

Other specialized consultants can also be brought from the community when the need arises.

The impact resource people have on youngsters, programs, and attitudes toward careers and the implications of working depend entirely on the manner and methods used for structuring the interactions, but they can provide an excellent bridge from school to work.

Career Materials

An interesting phenomenon since the career education movement unfolded has been to watch the manner in which materials have been developed. Grants have been requested and funded and other monies have been appropriated for the development of career packages—and some excellent ones have resulted—but not much, seemingly, has been done in surveying the very excellent materials already being used by business and industry.

As community-based career education councils are formed, joint efforts initiated, and dialogue generated, materials are surfacing and being integrated into educational career programs. In addition, companies too numerous to mention are now developing special career packages as a result of their exposure to the career education thrust. Educators would do well, therefore, to research materials developed in business and industry before putting their own programs together.

Those who are working with career education programs know, however, that excellent materials are also being developed for classroom use which introduce students to careers.

One of those packages, which is not yet well known, has been developed by Robert Stoker in cooperation with the Utah State Board for Vocational Education. His package is designed for junior high school students and is taught as a part of, not separate from, other classes. One of the unique and exciting characteristics of the program is that students get "hands-on" experience with business equipment. The package is primarily experiential and represents an infusion into the classroom of an exploration experience across the broad spectrum of business and office education.

The materials are designed to explore eight major business areas and 27 different jobs within the major areas. One of the major attractions of the career exploration package is that it could be used appropriately in any business class, including typewriting.

Quality career materials can create interest and stir excitement in careers in the early grades. Through the introduction of good career materials, junior high school business students can begin to understand the value of work and to recognize they, too, can share in the free enterprise system by contributing as producers. The use of these kinds of packages also creates in youngsters an awareness of the business environment. Seeing people at work takes on new meaning and begins to "mesh" what students learn at school with what they observe in the marketplace.

Work Experience for Teachers

An exciting and particularly valuable method for tying career programs to the business and industrial community is via employment in the work force for teachers. With the changes in technology and the "office of the future" (and the future is almost upon us), teachers, themselves, need the "hands-on" training so their classrooms can "come alive."

Business teachers are reluctant, however, to take leaves and work as secretaries and office workers at salaries less than those they make teaching. Personnel in business and industry, too, are often somewhat "suspicious" of an educator's working with them on a short-term basis. One solution approached by some teacher-education institutions is to integrate work experience into their graduate programs, thus assuring a degree of work experience for those who are both teaching and taking graduate classes.

Work experience is critical if teachers are to simulate working conditions compatible with those found in business and industry. As a result of such work experience, work itself takes on new meaning for many teachers. Career changes, even minor ones, are frequently energizing, especially if one has been in the same teaching job for some time. The energy, creativity, and knowledge about the work place teachers gain from work experience creates a learning experience for students that is much more likely to bring the reality of the work setting to the classroom.

Perhaps just the example to students of a teacher who would return to the work force would be motivating. Certainly the attitude of the teacher toward work makes a difference to students in how they approach their own careers. Maybe we need more teachers like "Mrs. Hoffman" who was interviewed by Studs Terkel. She reports: "Working is a blessing. The greatest punishment I can give these children is not to do anything. If they're bad, you just sit there, and we fold our hands."[8] Students from Mrs. Hoffman's class are likely to view work as an *earned* right.

Job Placement

Basic to career education are the notions that all students should have marketable skills and that all students leaving school, at whatever level, should be able to work.

[8]Terkel, *op. cit.*, p. 488.

With these concepts in mind, then, educators and community personnel need to get together and develop a placement program that includes opportunities for minorities, handicapped, and disadvantaged. Once again, if a strong placement program were to develop, it would take the *collaborative* efforts of both community and educational factions.

Normally, a placement discussion centers on matching students' skills with employers' needs, getting fair salaries and benefits for some students, and making as certain as possible that an employer will get a "day's work for a day's pay." Although these are important negotiations, educators need to be aware of an area which, when not understood, will generate mistrust toward educators on the part of both labor and students.

This problem is described by Gus Tyler, the assistant president of International Ladies' Garment Workers Union, as a part of labor and education myths in "Career Education and Society's Imperatives," from *Essays on Career Education*. He says there is a training myth which is that if a young man or woman is trained for a job, he or she will get a job and that when people are trained for jobs without the use of necessary social measures to assure the jobs are there, it is deluding and infuriating.[9] In short, to train for jobs for which there is no demand is unethical and even cruel.

A close working relationship between education and labor, however, in planning for placement would do much to assure a "match" for students with employers and would also assure students of job opportunities in the areas for which they are trained.

Summary

If career education is to be a viable and infused part of the business education curriculum, is to fuse the philosophy of vocationalism with the philosophy of humanism, and is to help students understand and be committed to the meaningfulness of work, a "meshing" needs to happen between education and the business and industrial community. Such meshing should begin at the very inception of any career programs and should be a collaborative effort. As such, each member of the planning team would be an active, responsible participant.

For the meshing to occur, vehicles need to be established which move the school and the community closer together than ever before. Some of those vehicles could be work experience models such as the cooperative program, the internship procedure, the shadowing concept, the work experience program, a simulated activity, or resource persons.

Other possible vehicles are work experience for teachers and job placement efforts. The development of high-quality career materials both in labor and in education is extremely important.

John Gardner understood and wrote of the necessity for moving students from the narrow confines of four classroom walls when he wrote in *Self-Renewal:*

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[9]Tyler, Gus. "Career Education and Society's Imperatives." *Essays on Career Education*. Washington D.C.: U.S. Government Printing Office, 1973. p. 174.

> The ultimate goal of the educational system is to shift to the individual the burden of pursuing his own education. This will not be a widely shared pursuit until we get over our odd conviction that education is what goes on in school buildings and nowhere else. Not only does education continue when schooling ends, but it is not confined to what may be studied in adult education courses. The world is an incomparable classroom, and life is a memorable teacher for those who aren't afraid of her.[10]

If the world is an incomparable classroom, more needs to be done to share that incomparable classroom with business students. This sharing will more certainly occur if educational and community people learn to talk, walk, and work together.

[10]Gardner, John. *Self-Renewal. The Individual and the Innovative Society.* New York: Harper & Row, Publishers, 1965. p. 12.